MAYOR OF LONDON

HANDBOOK

SUPPORTING DIVERSITY

GOOD GROWTH BY DESIGN

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MAYOR'S FOREWORD

I'm proud to be Mayor of a city as diverse as London. It's what makes London so special. It also underpins our success.

As Mayor, I want London to be place where everyone has the chance to flourish. Creating a built environment that improves the lives of Londoners and supports a wide range of people is key to that ambition. That is why my Good Growth by Design programme supports sustainable, inclusive and accessible growth.

London is growing, with more people calling this city home than ever before. As a result, the built environment is under huge pressure. We need more genuinely affordable housing and suitable employment. We must also ensure the city's infrastructure – from transport to utilities and public spaces – can accommodate this growth.

The built environment can exclude groups and create new inequalities if it is not designed and managed in an inclusive way. This means how we design for this growth is vital to creating a more equal, safe city for Londoners to live. By shaping an environment which gives people more opportunities to mix, we can improve social integration, which will only make our city stronger.

It's clear that built environment professionals can have a huge impact on Londoners' lives and wellbeing. As such, I believe the sector should reflect the diversity of London itself. It would be remiss of me to ignore the fact that there is still a long way to go in terms of the diversity of the development community itself, and in particular, the architecture profession.

With my Design Advocates, I've been looking at how to address barriers to equality, diversity and inclusion in the built environment. As a result, we have changed procurement processes through our new Architecture and Urbanism Panel. This embeds social value in projects and encourages practices to be diverse.

We have also supported organisations making real change on the ground, like Celebrating Architecture and the Stephen Lawrence Trust, who are helping to address the lack of awareness of architecture and design with schoolchildren in state schools.

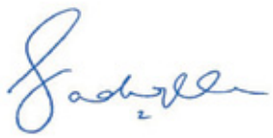
These actions stand alongside other initiatives at City Hall. With partners, we have a launched a new social enterprise called Public Practice. This is brokering one-year placements for planning and place-shaping experts with local authorities. The aim is to promote inclusion in the public sector by creating a more diverse pool of built environment professionals.

I have also launched the Workforce Integration Network (WIN), which will address underrepresentation, starting with young black men in the construction and technology sectors.

As Mayor, I want to make sure that London's businesses can access the best talent across the city and that employers adopt best practice and achieve high standards in working conditions, diversity and inclusion. That's why I'd like all London employers to sign up to my Good Work Standard.

This handbook offers a roadmap for built environment professionals to think about diversity at every stage of a career. It sets out the barriers and challenges faced by underrepresented groups. It also showcases steps already being taken by committed individuals and organisations. In doing so, it seeks to demonstrate how leadership on these issues can be taken at every level.

For progress to be made, we all need to do our bit. I ask all those working in the built environment to consider how they can contribute to making the industry more diverse, and, most importantly, to take action.



Sadiq Khan
Mayor of London

GOOD GROWTH BY DESIGN: SUPPORTING DIVERSITY

Good Growth by Design

The Mayor's Good Growth by Design programme seeks to enhance the design of the built environment to create a city that works for all Londoners. This means development and growth should benefit everyone who lives here. As such, it should be sensitive to the local context, environmentally sustainable, and physically accessible.

The programme calls on all involved in London's booming architectural, design and built environment professions to help realise the Mayor's vision.

Good Growth by Design uses the skills of both the Mayor's Design Advocates and the wider sector. This includes teams here at City Hall, the London boroughs and other public bodies.

The programme has six pillars:

SETTING STANDARDS
Using design inquiries to investigate key issues for architecture, urban design and place-shaping, in order to set clear policies and standards.

APPLYING STANDARDS
Ensuring effective design review and scrutiny across London, including establishing a London Review Panel.

BUILDING CAPACITY
Enhancing the GLA Group's and boroughs' ability to shape new development to deliver good growth.

SUPPORTING DIVERSITY
Working towards a more representative sector and striving for best practice while designing for diversity.

COMMISSIONING QUALITY
Ensuring excellence in how the Mayor and other public sector clients appoint and manage architects and other built environment professionals.

CHAMPIONING GOOD GROWTH
Advocating best practice to support success across the sector.

The Mayor's Design Advocates

The Mayor's Design Advocates are 50 built environment professionals. They were chosen for their skills and experience to help the Mayor support London's growth through the Good Growth by Design programme. They are independent and impartial, and provide support, advice, critique and expertise on London's built environment. The group includes practitioners, academics, policy makers and those from community-led schemes. Fifty per cent of the advocates are women, and one in four are from a BAME background.

Supporting Diversity

The Mayor's Design Advocates and City Hall's Regeneration Team have been developing a programme to support the Good Growth by Design 'Supporting Diversity' pillar. This work has been led by the Diversity Sounding Board, which consists of ten design advocates and six advocate organisations. This handbook shows the Mayor's commitment and leadership on this agenda. It invites the sector and institutions to join him by taking practical action to overcome barriers to equality, diversity and inclusion.

ABOUT THIS HANDBOOK

This handbook has been written by City Hall's Regeneration Team and the Mayor's Design Advocates (MDAs) Diversity Sounding Board. It follows an inquiry into diversity in the built environment sector through the Mayor's Good Growth by Design programme. It recognises the need for specific and practical guidance to address the lack of diversity in the built environment sector. It brings together learning from across two decades of research. This will help us understand how to work so the people, practices and projects behind our built environment are as diverse as London itself.

After the 'London's Architecture Sector' report, we crowd-sourced almost 50 research pieces on equality, diversity and inclusion in the wider built environment sector. The Mayor's City Intelligence team then did a literature review of these sources, which have been published over the last 25 years. This provided content for the handbook and a roadmap for its structure. Most studies focused on the architecture profession, but findings from research into the construction and wider built environment sector are included too.

This handbook is not an extensive review of all barriers to diversity and inclusion across the entire built environment sector. There are however many structural barriers to equality and diversity which are widely experienced across this sector. The case studies featured here provide both inspiration and evidence for action.

The Mayor's Design Advocates and Regeneration Team collected these case studies by interviewing practices, recruitment experts, architectural press and institutions engaged with the profession. These case studies show that action is being taken across the profession. However, many feel that discrimination is still not fully acknowledged. This handbook is one way the Mayor is recognising the great work being done already. It also gives practices tools to address the clear gaps that still exist.

This review is by no means complete. Rather, it is a catalyst for action. The research review found a shortage of good practice for improving diversity and equality both in the architecture profession and wider built environment sector. Too often, there has been a lack of energy and follow through. This means that well-intentioned diversity initiatives have been less effective than they could be.

The research within this handbook mainly focuses on gender and race. There is an urgent need for more research to identify and understand the barriers faced by other underrepresented groups in the built environment sectors. For example, disability, sexual orientation and socio-economic factors, as well as those with more than one protected characteristic who may face multiple or intersectional discrimination.

To achieve a fairer, more inclusive built environment requires both a more diverse built environment workforce and better practices of inclusive design. It is the only way we will be able to deliver a city that works better for all. This includes thinking about protected groups in design processes, meaningful stakeholder engagement, and developing and accessing useful data. This process is supported by design review panels across London, the Good Growth Fund, and capacity-building programmes like the Social Integration Design Lab.

Who is this handbook for?

It is for anyone with an interest in understanding and supporting equality, diversity and inclusion (EDI) in the built environment sector.

We recently revised our own procurement practices to encourage more action on EDI. We know that architecture schools and practices are keen to support EDI in the profession, but need more practical guidance to support this. As such, these recommendations and actions are aimed at architecture practitioners, practice and consultancy leads, and professional networks. The applied nature of this guidance means that it needs to be specific to be useful. Architecture is a profession of creative practitioners. As such, this document is intended as a trigger for more ideas and actions rather than a prescriptive guide.

We recognise that other built environment professions and bodies are acting on this agenda too. We will learn from action being taken by the Royal Institution of Chartered Surveyors, Royal Academy of Engineering, Construction Industry Council and others.

How to use this handbook

- This handbook is structured into six career stages. That means you can focus on the career stage most relevant to your organisation or role. You can also read the whole handbook to identify areas for action which reach across your organisation and partnerships.

- Educators, mentors, practice leaders, clients and advocacy groups working in architecture can use this handbook to find areas for action. There are also specific measures to adopt and resources to find support to help you roll them out.

- Practitioners can use the handbook to check and broaden understanding of the barriers to diversity and inclusion in the profession. Understanding the problem is a vital first step before making practical changes. You can use this handbook as a tool to structure conversations with colleagues in a way that feels both open and safe.

- If you work in the wider built environment sector, this handbook identifies barriers and actions relevant to your organisation and current ways of working.

- The handbook shows the impact of a lack of action on diversity and equality in the workforce. You can use this to help make the case for action to delivery teams, practice management, employees and institutional partners.

- This handbook's contents are the basis for building training and Continuing Professional Development (CPD) programmes to be run by practices and professional bodies.

DEFINITIONS

The following definitions of equality, diversity and inclusion are based on the GLA group Diversity and Inclusion Action Standard, January 2018.

Equality is about recognising and respecting differences, including different needs. This means everyone can live their lives free from discrimination, knows their rights will be protected, and has a chance to succeed in life. It is about ensuring equality of opportunity by addressing the barriers that some groups face. It is also about making London fairer by narrowing the social and economic divides between people.

Diversity is about recognising, respecting and valuing a wide set of differences. It means understanding that the opportunities we get are impacted by characteristics beyond those protected by legislation.

Inclusion means removing barriers that stand in the way of participation in society. It's about taking steps to create equality, harness diversity and produce safe, welcoming communities and cultures. This will encourage new ways of thinking and allow people to speak up, especially to suggest where things could be done better.

EDI is the acronym for Equality, Diversity and Inclusion. It is used to refer to and consider all three terms at the same time.

BAME stands for black, Asian and minority ethnic and is used to refer to members of non-white communities in the UK.

Protected characteristics are the nine characteristics currently protected by equality legislation. It is illegal to discriminate against someone based on their age, disability, gender, gender reassignment, ethnicity, pregnancy and maternity, religion and / or belief, or sexual orientation. This handbook calls for the profession to go beyond these legal duties. Instead, we should consider a wider set of issues and characteristics that may disadvantage, like socioeconomic status. It is also important to note that although not recognised in UK equality legislation, many people face intersectional discrimination. This is when someone is discriminated against due to a mix of two or more protected characteristics.

Positive action means treating one group more favourably where this is an equal way to help them overcome a disadvantage or participate more fully. It also means acting to meet needs they have that are different from wider population. Positive action should not be confused with positive discrimination which is unlawful. This includes, for example, the setting of quotas (as opposed to targets, which are lawful) or any form of preferential treatment. Where positive action has been taken to encourage those from disadvantaged groups to apply, every applicant must be considered on individual merit. Selection for interview and appointment must be based strictly on the agreed criteria.

Unconscious bias occurs when people favour others who look like them and / or share their values. For example, a person may be drawn to someone with a similar educational background, from the same area, or who is the same ethnicity as them.

Victimisation is when someone is treated less favourably than their peers because they have complained of bullying or harassment (whether formally or otherwise) or because they have supported someone else who has complained. This includes the isolation of someone because they have made a complaint or giving them worse work.

SECTOR LEVEL COMMITMENTS

Action must be taken to make progress, both by us, the Greater London Authority (GLA), and those within the built environment sector and architecture profession. Through the Supporting Diversity agenda and handbook we will use the Mayor's power and influence to work with practitioners, advocate organisations and industry leaders. This will set out what we each can do and how we can commit to taking action. The following six commitments represent the key areas we see as fundamental to creating a diverse, inclusive industry. Each sets out what we are doing, and what we expect the sector to lead on.

Equality, diversity and inclusion training should be adopted across the sector.

This handbook brings together research, examples of leadership and recommendations that can be applied at all career stages. The materials in the document will inform training programmes. By collaborating through the Mayor's Supporting Diversity agenda, the Royal Institute of British Architects (RIBA) have committed to include diversity training as part of their core CPD programme in 2020.

→ **We will** support professional institutions to run equality, diversity and inclusion (EDI) training using the evidence in the handbook as a starting point.

→ **The sector should** create affordable, accessible EDI training that can be given across the profession.

EDI best practice and policies should be reviewed and shared.

We are calling for employers to review their EDI policies and make sure that they are meaningful, impactful and actionable. This handbook has examples of good practice and resources that practices can use to develop their own policies.

→ **We will** share the handbook widely. We will continue to engage with other parts of the sector to develop and share best practice across organisations working in the built environment.

→ **The sector should** create an open-source library of anonymised policies and initiatives. This will enable an exchange of ideas and boost the capacity of smaller organisations.

Data should be gathered and made available on the issues faced by a wider range of underrepresented groups.

In 2018, the London Festival of Architecture and the GLA Regeneration Team commissioned a report on 'London's Architecture Sector'. It highlighted the lack of diversity in the profession, and difficulty sourcing relevant data. The literature review that underpins this handbook found that research over the past 25 years has mostly focused on gender and ethnicity. More data needs to be collected to fill in current gaps. This includes on disability, socio-economics, gender identity and sexual orientation.

→ **We will** commission a refresh of the 'London's Architecture Sector' survey with the London Festival of Architecture. We will work with colleagues, advocate organisations and the National Audit Office to review how data is collected.

→ **The sector should** recognise gaps in data and take steps to fill those gaps through quantitative and qualitative analysis. Where appropriate data should be made publicly available to allow organisations to respond to findings.

The impact of Equality, Diversity and Inclusion policies should be monitored.

Monitoring and reporting on their staff profile can help an employer assess whether, for example, they are: recruiting employees who are underrepresented; promoting people fairly; checking pay is comparable in similar or equivalent jobs; and progressing towards the aims set out in their equality policy. Targets for representation may be set using ONS Census data to look at proportional representation of characteristics relative to the community that the organisation sits within. For example, a London-based practice might choose to set targets based on data about the London working age population.

→ **We will** work with institutions to monitor at a strategic level and encourage practices to do the same. We will continue to publish our Workforce Report which provides an analysis of people employed at the GLA.

→ **The sector should** capture baseline data in practice and share anonymously at sector-level. Practices should use their data to assess how they are doing against their own targets. Data from practices should be combined to give a picture of how the architecture profession, and built environment sector, is progressing.

Clients should ensure that they support diversity and inclusion through their procurement of services.

In line with our Responsible Procurement Policy, TfL is working to include EDI requirements in the tender process and contractual terms for all suppliers.

→ **We will** review and revise our procurement approach, working towards allocating ten per cent social value to our appraisal process when commissioning work. The Mayor's Architecture, Design and Urbanism Panel is leading the way with five per cent of scores for tenders already assigned to EDI.

→ **The sector should** increase their understanding of EDI requirements and make creative, meaningful responses when bidding for work.

Diversity of practice and practitioners should be recognised and rewarded.

The New London Architecture (NLA) Mayor's Prize 2018 was awarded to the project that best reflected the Mayor's ambition for 'Supporting Diversity'. This recognises excellence in designing for diverse needs and promoting a built environment for all Londoners. Diversity and social value have now become standard judging criteria.

→ **We will** continue to support the NLA. We will also work alongside other organisations who grant awards to ensure diversity of practice and practitioners is included as a criteria within submissions.

→ **The sector should** recognise diversity and social value through judging criteria. Organisations who grant awards should ensure that judging panels are diverse.

A CALL TO ACTION

Mayor's Design Advocates, Diversity Sounding Board

As Mayor's Design Advocates (MDAs) it is our role to support Good Growth across London and address the challenges facing our built environment. The MDA Diversity Sounding Board champions the aims of the Mayor's Good Growth by Design programme to support diversity in the built environment sector. As such, we have a responsibility to challenge the lack of diversity in the industry and highlight issues and barriers. We must also call for action within the sector to make it inclusive, and better reflect and meet the needs of this diverse city. This handbook is one of the results of our inquiry into this crucial issue. In turn, it has prompted a set of commitments and recommendations for future action.

We are in a unique position to use the power and reach of the Mayor, and to demand action from the built environment sector. We have already secured a five per cent EDI scoring provision in all procurement around the GLA's Architecture Design and Urbanism Panel (ADUP) framework. This allows us to push for more active interventions by suppliers to develop more representative workforces. We have also supported a greater emphasis on social value in the quality criteria in this framework.

We are tasked with asking important questions and keeping the process of producing the built environment as honest as possible. Each of us has a responsibility to promote this work. This could be through teaching, mentoring, practice management, recruitment, procurement or wider advocacy opportunities.

Progress is not inevitable. The evidence drawn together for this handbook shows that discrimination continues across the profession, impacting students, staff and practitioners. This discrimination, whether based on race, gender, sexual orientation or other characteristics, is unlawful. Despite the best intentions of many in the sector, diversity and equality cannot just be

expected to happen on its own. Past booms in architectural commissions and workforce growth have not translated into a more diverse profession. To make successful change, we must understand the complex dynamics of how discrimination continues to operate within 'business as usual'. Any initiatives around inclusivity must be evaluated and reviewed so the real impact of these actions is understood. We are not moving along a straight path. This handbook acknowledges that specific action is needed.

Who designs London?

London has an extraordinary concentration of world-class architecture, urban planning, engineering and development skills. The city is home to some of the most respected architecture schools in the world. The GLA's 'Architecture Sector' 2018 review, commissioned with the London Festival of Architecture, details the sector's value to the economy and work. It also helps to shape London as a cultural destination. It showed that the sector has been growing, at 7.7 per cent on average yearly since 2016. That's faster than any other creative industry in London. It also accounts for 26,200 jobs in London – a quarter of all architecture jobs in the UK.

Across a city of almost nine million people, our built environment is something shared. We use it, move through it and spend time in it every day. How it is designed and managed impacts all of us. Therefore, who is invited to design it, and how, is a profound question.

Despite its profile and influence on our everyday lives, women and BAME groups are still underrepresented in the built environment professions. This is particularly the case in senior positions. The image, and lived experience, of architecture as a white and male profession is still too prevalent. Women working in architecture continue to identify a culture of sexism and exclusion at work, especially in decision-making and networking opportunities. BAME architects continue to experience

discrimination in the workplace or on site. The sector is also less diverse in terms of ethnic and faith backgrounds than most other industries. Many architecture schools in London receive some form of public funding. Yet their cohorts and staff remain far from representative of Londoners as a whole. The proportion of students from BAME groups passing in professional education declines from Part I to Part III. At the same time, the proportion of white students at each stage increases.

LGBT+ architects still report experiencing homophobic and transphobic slurs at work and on site. Too few disabled architecture students are successfully progressing into practice. People from lower-income backgrounds continue to struggle to access both education and professional opportunities. Most of those employed in the cultural sector are from more privileged backgrounds[1]. Even within this sector, architecture has one of the lowest proportions of those from working-class backgrounds.

We must understand the diversity of a workforce in relation to the place it serves. London's population is diverse: over 40 per cent are from BAME groups, half of the working age population are women, and the city is home to people from every socioeconomic background. The GLA and London Festival of Architecture recently found that 37 per cent of all architect jobs in London are held by women. However, this figure has yet to recover to its historic peak of 40 per cent before the economic crash in 2008. Women continue to be underrepresented in senior and leadership positions. Only around 16 per cent of all architecture and engineering jobs in London are held by BAME people. This compares to 31 per cent across all sectors.

We also know that social mobility in the UK has remained close to stagnant in recent years. People from working class backgrounds are less likely to go into professional occupations, like architecture. Even when they do, there is evidence of a 'class pay gap' between working class employees and their

1 In terms of class origins as measured by the National Statistics Socioeconomic Classification employment profiles of their parents.

more privileged counterparts. Recent analysis suggests that over 90 per cent of jobs in the creative economy (which includes architecture and design) were done by people in more advantaged socioeconomic groups. This compares to 66 per cent of jobs in the wider economy. Characteristics like sexual orientation, disability and socioeconomic characteristics are harder to track due to the requirement for self-reporting and disclosure. However, there is strong anecdotal and survey evidence of barriers experienced by these groups to entering and progressing in the sector.

This means the sector is failing both to capitalise on the skills of diverse teams, and to reflect the city that they work in. London's built environment, the places we all live, play and work in, is poorer for this. Young people and their parents don't always recognise opportunities in the sector, or how an architectural education can provide skills for a variety of careers.

London's strength is its diversity, and designs for its built environment should reflect this. More diverse participation in creating our built environment can help us ensure that regeneration is inclusive and responds to the needs of London's population. We know that the city needs more homes, workspaces, new transport infrastructure and places to meet and build relationships. Successfully providing these within a constrained context means building trust with local communities and giving different groups opportunities to own and embrace local changes. A more diverse design and delivery team supports access to more points of view and lived experience for the process to respond to. This helps to support, projects that can more readily respond to the needs of all Londoners. This is most important when public funding, to which we all contribute to directly or indirectly, underpins these efforts.

There is also plenty of evidence on the economic benefits of a diverse workforce. Businesses at least 50 per cent BAME owned are, for example more likely to introduce new products and services. They are also more likely to work in new ways and bring in more than ten per cent extra revenue. The case for a

more diverse and equal workforce in our built environment goes far beyond economic value. If we don't address a lack of representation in the sector, we may alienate whole sections of our population. This will limit the potential of architecture to contribute to our city's shared challenges and opportunities. Every day parts of our city are being designed, planned, built and regenerated. We know there needs to be more consideration of who is being tasked with this important work.

Architecture's opportunity to lead

London's built environment is produced by a range of actors working across design, planning, construction, engineering, data, law, finance and property management. Each of these professions have a vital role to play in shaping our city. As such, each can benefit from London's diverse talent. Each also has a responsibility to respond to the city's diverse mix of residents, businesses and visitors.

This handbook focuses on the architecture profession. This focus draws on the expertise of the MDA Diversity Sounding Board and acknowledges our view that architects can play a leading role. We believe practices are at the heart of bringing together multi-disciplinary built environment teams and guiding delivery processes. Many design teams are led by architectural practices, and students from architecture courses go onto work across wider roles in the built environment sector. Producing this handbook acknowledges architecture's potential in affecting change.

By focusing on the architecture profession, we can also be more targeted and specific about the issues and interventions needed. This will enable more effective action. Many parts of the profession and individual practices have a strong ambition and support to improve diversity. However, many of these ambitions are at an early stage and lack the planning, implementation and monitoring required for change. Other industries, legal and financial systems, procurement

processes and planning powers can play a vital role in pushing forward too. We know that if diversity and equality is to be improved in a holistic way, there must be action across the board. There is value in having multi-disciplinary teams engaged in the tasks of expanding diversity and inclusion across the built environment. We see the value in reaching all the professions that contribute to designing, engineering, building and preserving London.

This handbook is useful beyond the architecture profession. Many issues we identify are experienced in other industries too. That is because they stem from the same set of structural issues in education, recruitment and employment practices.

We encourage other industries to engage with the opportunity this handbook offers. Equality, diversity and inclusion is an essential part of all Good Growth.

A vision for action across an architect's career

This handbook is a vision of what we as a profession can achieve, and the concrete change we can make.

We know that there is a need to examine and act on barriers to greater diversity at every stage of a potential architect's career. We also know that each of these stages are mutually reinforcing. As such, a failure to address issues of diversity and inclusion has a domino effect on other career opportunities. The chapters within correspond to each stage in a career, from school, to first projects, to progression into senior positions. We want to see more children encouraged and supported to consider careers in design practices. We want them to understand the wide array of career opportunities on offer. We know that London's young people are interested and curious about the profession. We want more first job and project opportunities to be shared with groups that are still not visible enough in the profession. We want to see more practices led by architects from underrepresented groups. We also want to see these practices successfully operating in an

ecosystem that rewards a diversity of practice and of practitioners.

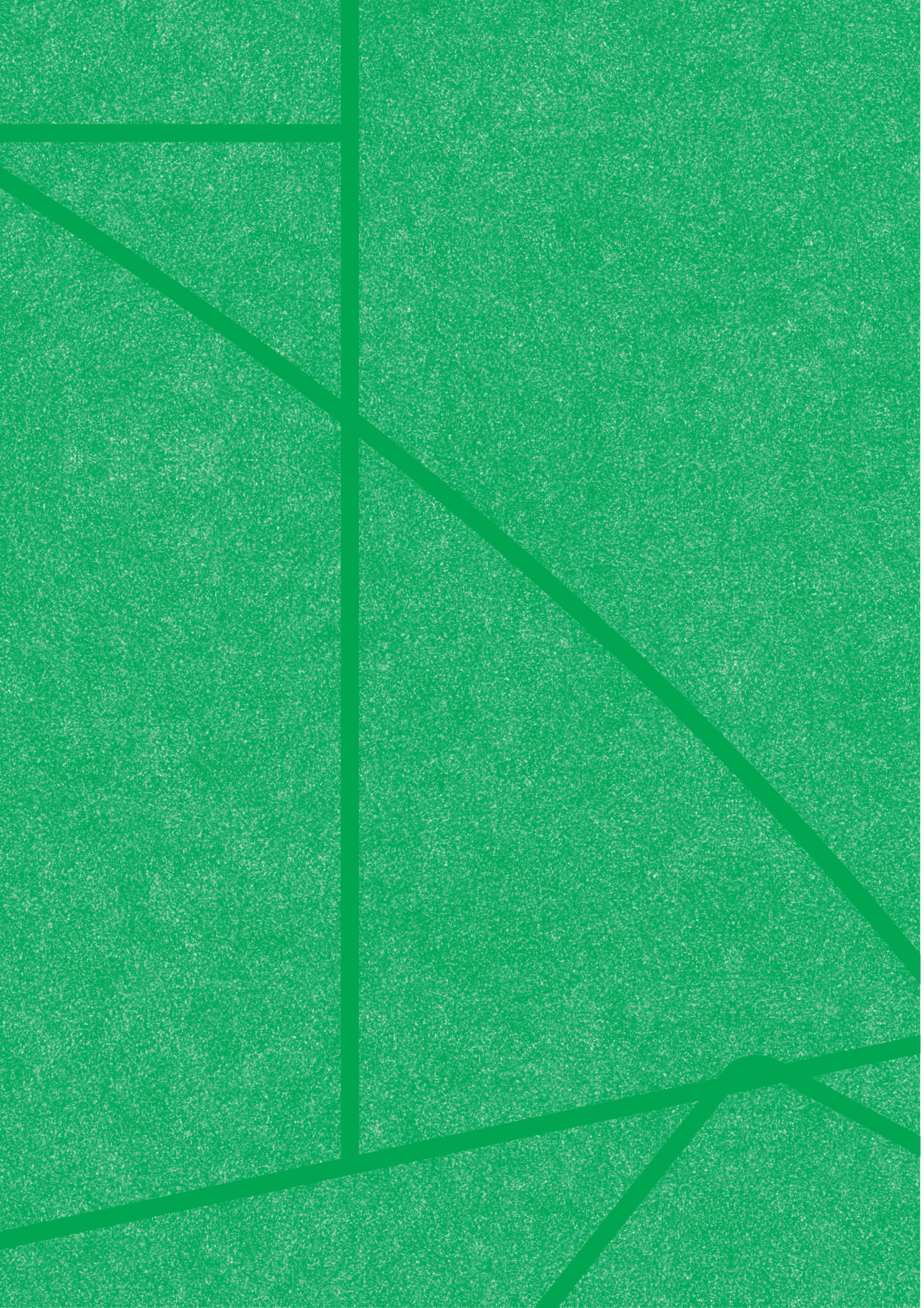
The opportunity for diverse participation in the profession remains too limited. We want to encourage more practices and institutions to respond to the issues and actions presented here. This will enable aspirations for greater diversity and inclusion to become reality. This handbook is a value proposition on how we can do better with the limited resources we have. It also shows how we can give real opportunities to people who have not traditionally held much power in the sector. It provides evidence and demonstrates good practice at every career stage and at every level in the profession.

Issues of equality and diversity can be overwhelming and hard to talk about in everyday practice. For this reason, the handbook takes on what is a big issue with interdependent causes and untangles specific barriers and possible responses.

At each career stage, everyone needs to do their bit. The handbook offers examples of how some practices and organisations are working to remove barriers to EDI at various stages. It's going to take many interventions to achieve a meaningful level of change. The examples of actions included here provide useful and practical steps you can take. These can be used as examples to adopt, or they can spark new ideas about how you can affect change through your own work.

We want to see this handbook used as a practical tool for change. We want it to stand alongside the strong advocacy and ways of working already promoted by many in architecture.

We look forward to continuing to work with the Mayor, fellow practices and wider institutions to build a more inclusive London.



CAREER STAGES

The process of becoming a member of any profession starts years before taking any professional exams. First you must be aware of it, know that it fits with your interests and abilities and that it welcomes you. You must also know that a career in it will enable you to build a decent life. That's why this handbook considers the barriers to and support for diversity and equality at every single stage of a career. Each stage presents opportunities for people to be inspired and motivated, or to be discouraged and frustrated.

For this purpose, we have identified six distinct stages in the professional lifecycle. Each has a chapter in this handbook: school, professional education, recruitment, progression and leadership, setting up and advocacy. These stages are not linear. Rather, they form an interdependent system which people in the profession will interact with in different ways. Practical action is needed at each stage to ensure the profession is accessing and enabling the best talent to thrive.

Using evidence from the literature review, each chapter sets out the issues affecting equality, diversity and inclusion at each career stage. It also considers what impact these barriers have. In addition, each chapter includes actions to consider in response to the issues identified at each stage. Case studies of emerging practice that respond to the issues are included too. These provide examples of practical actions already being taken, from large institutions and multi-disciplinary practices to micro-businesses.

SCHOOL

EVIDENCE FROM THE LITERATURE REVIEW

Poor career advice at school is one of the first barriers to children from minority groups considering a career in the profession. For many, an awareness of and interest in a certain career path starts at school. From jobs fairs, to career counselling and parent presentations, young people at school are actively encouraged to imagine their future interests, talents and careers. How pupils are made aware of career options and presented with the 'typical' model of this profession impacts their possible career choice. The image of architecture as one dominated by white male professionals remains. Limited career guidance and lack of exposure to the opportunities of the sector at school is one way this impression of the profession is reinforced.

Schools and careers services still lack an awareness of the career opportunities in the built environment. This means that fewer students are introduced to or encouraged to consider a career in the sector. In addition, the shortcomings of career counselling and education services can disproportionately disadvantage BAME students. Poor career guidance can have an overall impact on the number of young people who imagine a future architecture career. BAME pupils are however at higher risk of being excluded from this future.

Word of mouth and chance encounters are still playing too much of a role in how young people hear about opportunities to work in the built environment industry. Learning about architecture and the career opportunities it offers are often tied to which school pupils go to or their friends' parents' professions. Without change, the built environment sector will continue to face this early-stage inequality of opportunity.

BAME communities report a low awareness of the range of career opportunities in built environment. This emphasises the vital role schools can play in introducing young people to the opportunities and possibilities of working in architecture and related professions.

The type of education pupils receive at school affects the decisions and options they have in terms of both further education and careers. Across the UK, pupils are experiencing a decline in arts education. This means that some pupils do not have the opportunity to develop the skills required to progress into architectural education and practice.

As such, schools may not nurture or even offer the skills and ways of thinking that support a career in the built environment. This can limit the ability of pupils from diverse backgrounds to pursue a career in the sector.

A lack of creative education alongside poor careers guidance means young people are denied the skills or motivation to pursue a future in architecture.

KEY BARRIERS FOUND BY THE RESEARCH

- → **Decline in creative education**
- → **Poor career guidance and limited awareness of career opportunities**
- → **Lack of role models and access to networks**

RECOMMENDATIONS

- → Practices and practitioners should support mentoring initiatives and educational outreach programmes. They should become positive role models and provide insight into the profession.
- → Work placement opportunities should be made accessible to harder to reach groups through both broad and targeted advertisement. The experience should be meaningful and lead to genuine development of relevant and varied skills.
- → Opportunities should be created for schools local to projects to be involved as part of the design and delivery process.

TOOLS AND RESOURCES

- **Accessing Architecture: Starting Out**
  Architects for Change

  Accessing Architecture is a suite of guidance documents to supporting people with disabilities entering or progressing careers in architecture. Starting Out is written for students, career advisors and guardians.

  www.architecture.com/-/media/gathercontent/accessing-architecture/additional-documents/accessingarchitecture1startingoutpdf.pdf

- **Stephen Lawrence Day Educational Materials**
  Stephen Lawrence Trust

  Library of resources to help plan community or school activities for the annual Stephen Lawrence Day on or around 22 April. Materials include posters, social action toolkit, assembly scripts and reading lists.

  www.stephenlawrence.org.uk/stephen-lawrence-day/resources/

- **Architecture for All**
  Celebrating Architecture with The Architecture Foundation

  Short documentary exploring diversity in architecture and the decline of creative education in the UK.

  www.architecturefoundation.org.uk/film/architecture-for-all

- **London Enterprise Adviser Network**
  Greater London Authority

  The network supports state secondary schools, Pupil Referral Units and FE Colleges across London to get careers advice to the young people who need it. You can apply to become an Enterprise Advisor on the team London website and inspire more young Londoners to become architects.

  www.london.gov.uk/what-we-do/volunteering/enterprise-adviser-network

- **RIBA National Schools Programme: Architecture Ambassadors**
  Royal Institute of British Architects

  RIBA Architect members can volunteer to become Architecture Ambassadors, partnering with schools to inspire classes about the potential of the built environment.

  www.architecture.com/education-cpd-and-careers/learning/architecture-ambassadors

Creative workshops

Celebrating Architecture is a programme of workshops designed to expose students to architecture at a young age. The workshop activities are experimental and kinaesthetic (observing, sketching and making), with multiple learning outcomes. Last year pupils were invited to visit the Serpentine Pavilion and translate their findings into their own designs with the help of architect and engineer volunteers. By connecting with professionals within the industry, pupils can meet role models and ask them direct questions about their careers.

So far, 80 London state school pupils aged 10-14 (key stages 2 and 3) from underrepresented communities have attended the workshops. These were held at the Royal College of Art and supported by the Mayor of London. The initiative is led by Neil Pinder, Product Design Teacher at Graveney School, Venetia Wolfenden of Urban Learners, and a group of the school's former students. These alumni have gone on to work in architecture and the built environment. Neil Pinder's initiatives have helped to produce a high number of young architectural practitioners from BAME, white working-class and/or low-income backgrounds, creating an informal centre of excellence.

Celebrating Architecture with Urban Learners
www.urbanlearners.org/celebrating-architecture-initiative/

Primary school pupils participating in a Celebrating Architecture workshop

Career advice and mentoring

Accelerate is a pioneering education and mentoring programme created in 2012 by Open City in partnership with The Bartlett School of Architecture. It aims to increase diversity in the architecture profession. It aims to give Year 12 students the confidence and skills needed to make strong university applications to study architecture. Over the last six years, more than 200 students have taken part and benefited from the programme. Seventy per cent of Accelerate participants have secured conditional offers to study architecture and related subjects at university. These include University College London (UCL), the University of Cambridge and the University of Manchester.

Open City Learning Programmes
open-city.org.uk/learning/

As part of their mentoring offer, Fletcher Priest worked with the Construction Youth Trust and attended their 'Budding Brunels' workshop. This aims to draw school leavers from diverse backgrounds into the construction industry. Eighteen students from London attended networking sessions with Fletcher Priest, structural engineers, project managers and cost consultants. It was a great chance to see for themselves the variety of career opportunities on offer in the industry. Students were also able to interview staff at Fletcher Priest to find out what it takes to become an architect.

Budding Brunels, Construction Youth Trust
www.constructionyouth.org.uk/budding-brunels

Practical Learning

MATT+FIONA is a collaborative venture which ensures that young people have a say in the spaces and buildings that they use every day. Each project has a clear pathway: briefing, design, and build, with the children and young people at the centre of every stage. Examples of projects include enabling Year 6 at Lansbury Lawrence Primary School to design, develop and build their own community art room in Poplar. Children with autism at Phoenix School were also supported to create their own playground shelter on their new school site in Bow. This included everything from setting the brief, to imagining the design and physically being involved in its construction.

MATT+FIONA
mattandfiona.org/

Build Up runs practical construction projects for people aged 6-20 to design and build structures in their local communities. Since 2014, it has supported over 800 disadvantaged young people. The charity has been awarded grant funding through the Mayor's Crowdfund London programme which will go towards constructing a new public space in Hackney.

Build Up Foundation
www.buildup.org.uk/

Project-specific work experience opportunities

Karakusevic Carson Architects has developed a bespoke programme with the Stephen Lawrence Charitable Trust. It takes a site-specific approach to delivery of social value on local authority led projects in London. The aim is to help young people from disadvantaged and underrepresented backgrounds get into careers in architecture and the built environment. It was pioneered as part of the Meridian Water Housing Zone contract with Enfield Council. Since then it has been taken forward in the London boroughs of Harrow and Brent.

The programme includes; outreach and visits to local schools to create awareness of architecture, design and engineering careers and the support the trust can offer students; work experience placements at the studio where the students are given a design brief for a project based in their local area; site visits and research activities, drawing, model making, 3D visualisation and Revit workshops; CV/portfolio training; and mock interviews to prepare for university applications. All students who take part can apply for a bursary to that helps to cover fees and living expenses for university.

Stephen Lawrence Trust Building Futures
www.stephenlawrence.org.uk/what-we-do/built-environment/

‘Design...Engineer...Construct!’ is a programme developed by Class of Your Own in partnership with the London Legacy Development Corporation. It brings together industry-leading businesses with local schools and colleges to develop fresh approaches to learning. The aim is to give young people the best chance of a great career once they leave education.

The course is delivered as a GCSE or A-Level in schools across east London. Students work directly with companies such as Mace, Balfour Beatty, Allies and Morrison and Buro Happold. They learn skills to become the architects, structural engineers, site engineers, building and land surveyors, project managers, sustainability managers or 3-D designers of tomorrow.

Design...Engineer...Construct!
designengineerconstruct.com

EVIDENCE FROM THE LITERATURE REVIEW

Barriers to entering and passing architecture education programmes can be seen from application stage through to Part III. More white students enter Part 1 relative to the proportion that apply for a place. At the same time, fewer black students are accepted than apply. The proportion of students who are white increases at each stage of study, from 61 per cent entering Part I through to 88 per cent passing Part III. In contrast, there is a decline in the proportion of BAME students qualifying at each stage.

The time and money needed to complete an architecture degree can be a strong barrier to participating in further study, particularly for BAME students. Architecture degree programmes are some of the longest degree programmes in higher education. Often these courses are very expensive, with costs for materials, software and study trips adding to the financial burden on students.

This cost, in combination with low earning potential expectations and poor career prospects, means many do not see architecture as a viable career. This is especially true for students from socio-economically disadvantaged backgrounds or those that have financial family obligations. Research shows that the perceived poor pay and prospects mean BAME students particularly can be put off from pursuing a career in architecture.

Given the high cost of architecture education, students may take on part-time jobs to support their studies and income. The demand this puts on their time and attention can leave those students struggling to concentrate on their courses and falling behind on work. This financial pressure means economically-disadvantaged students can get let behind.

Professional education is a time of intense learning and personal development for students, linked closely to the influence of

their classmates, tutors and lecturers. A lack of BAME and women lecturers and role models in architecture education has been identified by both staff and students. This is also true of disabled tutors, teachers and role models. This makes it harder for women and people from diverse backgrounds to feel they belong within their discipline and the wider profession. This can impact the ease with which they can navigate professional education and how they see their future in the profession. This lack of diverse teaching staff means that tutors and teachers from underrepresented backgrounds often have further responsibilities placed on themas role models.

Along with the profile of teachers and fellow students, teaching methods and learning environments shape the personal experience of professional education. ‘Crits’ are a common teaching practice in architecture education, a format for students to present and receive feedback on their work in a group setting. In the traditional crit format, the student presents to a panel of critics in front of an audience. This has been reported to be particularly challenging in terms of confidence for BAME and female students. As a result, only those with ‘thick skins’ remain in teaching programmes. Relatedly, the studio environment common in architecture schools has been identified by students with a disability as adversely impacting their mental health. It often also presents a physical challenge. Learning impairment is the most significant disclosed disability in architecture courses. However, recent reporting also captures more students with unseen, multiple and other disabilities than in previous records. How spaces are designed for study and classroom working can affect the experience of both disabled students and students from lower socioeconomic backgrounds. The latter may also face challenges in terms of accessing suitable space to work from at home.

If not considered with care, the culture of ‘crit’ and studio-based teaching can mean students from diverse backgrounds feel alienated in their learning environment.

Most college and university curricula across the UK are Euro- or Anglo-centric. There is little teaching of African or Asian architecture offered as part of an architectural education. This impacts how student assignments and projects in architectural programmes are responded to and graded and, crucially, what is valued as appropriate. Work produced by students that does not fit into the dominant culture, including the dominant aesthetic culture, risks being graded lower in this environment. This can further disadvantage students from non-European backgrounds.

There is a shortage of pastoral and careers support for women and BAME students which could help to address some of these issues. BAME students identify a lack of structural systems of support. Under-expectation and a lack of support at school can later make BAME students less likely to approach a white tutor with a problem. The reason is fear of being ignored or treated summarily based on past experiences. This can compound the issue and create feelings of stress and isolation which impact the ability of students to succeed in their studies. Students and teachers have identified that success in higher education often requires a degree of ‘mental toughness’ to overcome isolation. This is something that is often not required of all students on the same course.

KEY BARRIERS FOUND BY THE RESEARCH

- → **Part-time job affecting study**
- → **Crit culture**
- → **Cost of course versus pay and prospects**
- → **Euro / Anglo-centric education**
- → **Power imbalance and lack of student agency**
- → **Low awareness of mental health support**

RECOMMENDATIONS

- → Students should be exposed to a broad network of contacts and role models. For example, through open networks, diverse academic staff, and balanced make-up of invited critic panels.
- → Staff in practice should be supported to continue their education while working. For example, by being offered funding and flexible working arrangements.
- → Organisations that offer mental health and wellbeing support should be signposted by practices and educational institutions.
- → Financial support should be offered to students. Students should be able to complete their studies without unnecessary course-related expenditure. This should not exclude them from any part of the learning.

TOOLS AND RESOURCES

- **Accessing Architecture: On Course**
  Architects for Change

  Accessing Architecture is a suite of guidance documents to supporting people with disabilities entering or progressing careers in architecture. On Course is written for architecture students and higher education stakeholders.

  www.architecture.com/-/media/gathercontent/accessing-architecture/additional-documents/accessingarchitecture2oncoursepdf.pdf

- **Architecture Schools Database**
  The Architecture Foundation

  An open-source library of architecture school design briefs and research.

  www.architecturefoundation.org.uk/schools/

- **Disability, Space, Architecture: A Reader**
  Jos Boys

  A resource for built environment students, educators and design professionals. It brings together the best writing on built space from disability studies with innovative ideas about inclusive design.

- **Women Write Architecture Reading List**
  Women Write Architecture

  An educator resource reading list of women architecture writers.

  womenwritearchitecture.wordpress.com/

- **Building Futures Programme**
  Stephen Lawrence Trust

  The Building Futures Programme offers a variety of ways that practices can help architecture students from BAME backgrounds enter and progress within the profession. This includes contributing to their bursary scheme, and mentoring students by sharing specialist knowledge, skills and experience.

  www.stephenlawrence.org.uk/what-we-do/built-environment/information-for-practices/

- **BAME Education and Creative Resource Database**
  Shades of Noir

  Shades of Noir help academia to diversify the curriculum and develop pedagogies of social justice within creative higher education. This virtual platform accommodates diverse learners and contributions, as well as supporting self-directed learning meaningful and relevant to staff and students alike.

  www.shadesofnoir.org.uk/education/diigo-database/

Career guidance and mentoring

University of East London (UEL) provides career guidance and support within the curriculum for architecture students. Many come from a BAME background and lack professional networks. Through Student Development Seminars, workshops and one-on-one sessions, they are working on improving the visibility of BAME role models and exposing students to live projects. The diverse backgrounds of the students are seen as an asset to solving real briefs for real clients. The programme is as follows:

Year 1: Students are offered lunchtime talks and Q&A sessions with BAME Part 2's in practice. The students also have access to peer to peer mentoring, where ethnic backgrounds are carefully considered. UEL are looking to introduce public speaking seminars to increase confidence and communication skills. CV development is introduced early and group visits to practices are planned.

Year 2: For the UEL Mentoring Scheme students/mentors are carefully matched and coached. Students get an insight into the daily work in a practice, site visits, as well as advice on portfolio/CV/cover letter. Mentees communicate independently with mentors, giving them agency in the exchange and developing communication skills.

Year 3: The RIBA Mentoring Scheme gives further insight into the profession in preparation for their year-out. UEL run a CV/cover letter workshop and mock interviews with practitioners – a range of sizes/types of practice with diverse backgrounds and gender balance – followed by a Q&A session to compare different approaches.

Participants arriving at the CSM Megacrit, organised by students

Part 2: There are live projects for the Part 2 students with clients, developers, contractors and architects including local schools, London Borough of Newham, St Georges NHS Hospital, MUF, Heatherwick Studios, British Land and Sir Robert McAlpine. These programmes are socially inclusive. Working in teams, students are exposed to diverse clients and situations.

The university collaborates with the Stephen Lawrence Trust (SLT) to support this work, for example inviting SLT alumni to crits to ensure that students have relevant, approachable role models. SLT also provide two student bursaries to UEL each year.

For further information and to get involved please contact: psa@uel.ac.uk

Teaching inclusive design

The DisOrdinary Architecture Project has been working with architectural and built environment practitioners, educators and students for over a decade. DisOrdinary brings disabled artists' considerable creativity and expertise into design education and practice in innovative and unexpected ways. It aims to find collaborative opportunities to open practices to a more creative and critical engagement with disability, ability, access and inclusion. The group also works with related fields such as museum and gallery curators and educators; theatre, performance and events coordinators and designers; as well as in relation to rethinking a wide range of building types.

The DisOrdinary Architecture Project
www.disordinaryarchitecture.co.uk

Student-led initiatives

Megacrits are student-led interschool reviews that challenge the format of a traditional 'crit' and break down institutional boundaries. The series has already engaged fourteen schools of architecture. It is run by students and was set up with the support of the Architecture Foundation. The Megacrit hosted by Central Saint Martins students brought together six schools and took the format of peer-to-peer round table discussions centred on a variety of themes. Following these sessions, students ran a zine-making workshop where groups collaborated to creatively display lines of inquiry that had emerged through the round tables. The day culminated in a public lecture as part of the Fundamentals series, which all participants were invited to attend.

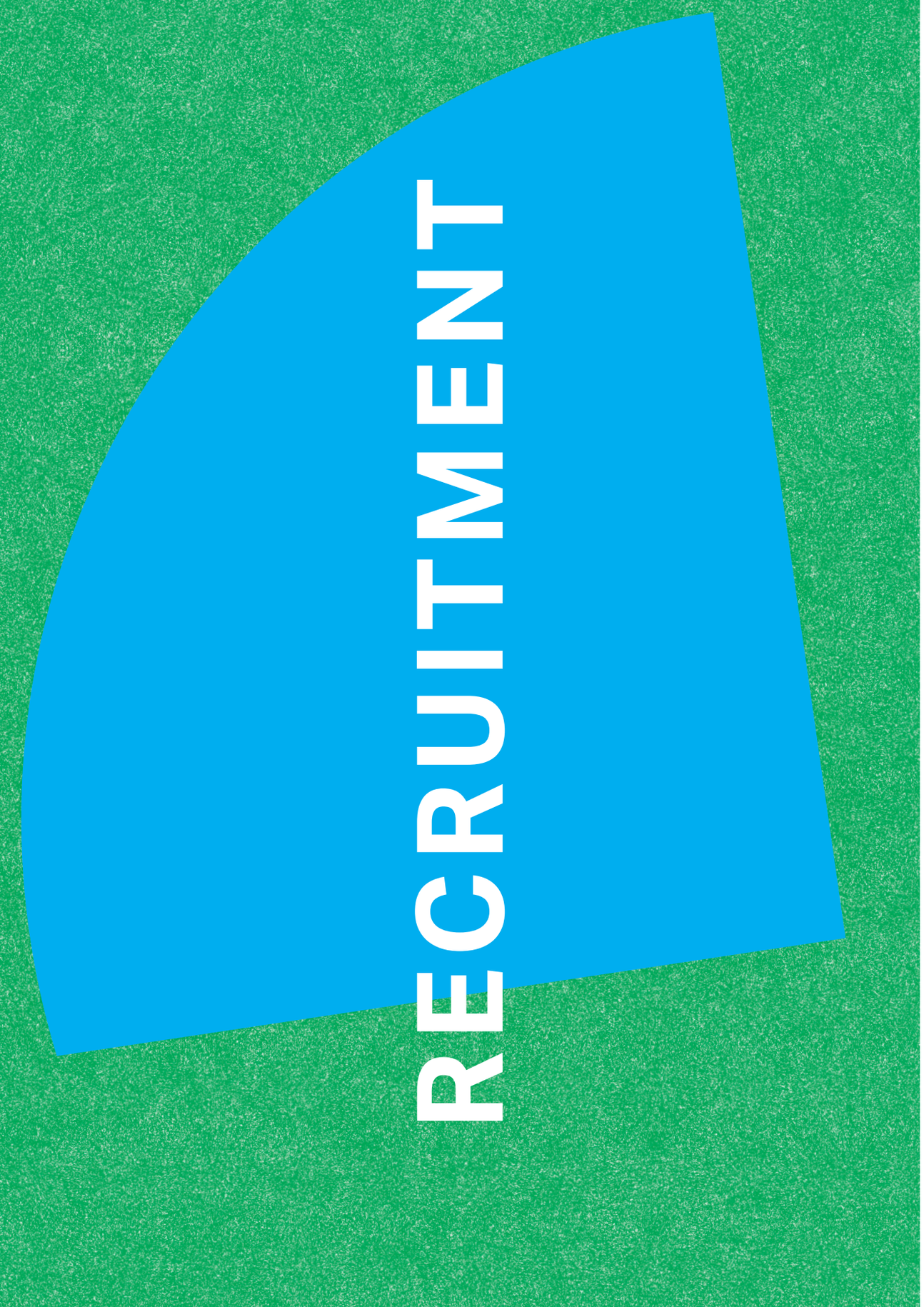
How to Make a Megacrit
www.architecturefoundation.org.uk/schools/wp-content/uploads/2018/05/How_To_Make_A_Megacrit.pdf

Mental health support

In partnership with Anxiety UK, Architects Benevolent Society (ABS) provides access to a range of support, including wellbeing assessments, one-to-one therapy, email and helpline support. The scheme is open to anyone who has worked for a year or more in architecture, architectural technology or landscape architecture. This is regardless of whether they are a member of a professional organisation.

The #AnxietyArch campaign aims to: encourage architectural professionals and students to recognise and talk openly about mental health issues and know where they can access help when they need it most; raise money to enable ABS to support more people experiencing stress, anxiety and anxiety- based depression; and promote good practice in terms of people looking after themselves, their colleagues, their employees and their families.

#AnxietyArch Campaign
absnet.org.uk/anxietyarch



EVIDENCE FROM THE LITERATURE REVIEW

A lack of transparency in the recruitment process – from job descriptions, to interview processes and how final decisions are made – can impact diversity. If those responsible for recruitment don't set clear expectations and criteria for successful applications, unconscious biases can continue to influence hiring decisions. Recruitment criteria that are overly-weighted to experience and confidence in a candidate, rather than demonstrated skills, can often reinforce these biases.

How recruitment is carried out, and by who, has an impact on who ends up getting hired. Recruitment panels that aren't diverse can restrict the number of diverse hires. Women and BAME graduates report poor interview experiences as part of the difficulties they experience in finding work in the architecture profession. Women particularly cite recruitment panels that are mostly male as a barrier to securing a job in the sector. Meanwhile BAME candidates can be unfairly assessed through a lens of 'fitting in' when recruited by a white-dominated practice. Learning impairment is the most common disclosed disability in architectural education. As such, more recruitment practices should be aware of the impact this might have on elements of a job application, like written statements.

Most job interviews tend to be unstructured and people tend to more easily establish rapport with people who are like them. If an interview panel is made up of one type of person, unconscious bias will play a larger role in recruitment decisions. This can lead to practices recruiting 'in their own image'. 'In-group favouritism' has been identified in recruitment practices at all levels of organisations. Seeing someone that looks like you on the selection panel can also be more welcoming and encouraging to a potential applicant.

Recruitment in the sector is unwittingly limited by its identification with male values and 'building site mythology', rather than with the range of professional opportunities. Job descriptions often unthinkingly use powerfully masculine imagery and language. These descriptions are often devised by an employee who fits the profile being described. These recruitment practices can continue into senior levels through employees 'mirroring' those who hired them and compounding a lack of diversity.

The importance of family and informal networks of contact still plays too large a role in recruitment practices. A low awareness of architecture as a career option among young people is worsened by the prevalence of word of mouth recruitment. This is often linked to educational or peer networks. Relying on word of mouth recruitment undermines the official paths and procedures in place to support fairer recruitment practices.

The unpaid internship culture in the profession exacerbates these recruitment barriers by limiting work experience opportunities to those with existing economic and cultural capital.

Too often, getting a job in the sector is about who you know, not what you know. This creates barriers to finding out about and applying to jobs for those people. In particular, job seekers from BAME and lower socio-economic backgrounds lack these established networks. Work experience placements can be hard for BAME students to access. This is especially the case for those without a family tradition of higher education or existing contacts in the industry. In turn, this discourages job applications from these groups. Recruiting directly from existing informal networks – something most prevalent in boards – limits the ability for diverse candidates to access job opportunities.

Many architecture practices do not have strong equality, diversity and inclusion policies. Even fewer gather data and carry out the reviews needed to ensure these policies are achieving results.

A perception exists that equal opportunity policies imply a commitment to equality at the expense of good design and advancement on merit. This can even lead to practices that do have relevant policies not including a statement on this in job advertisements. Not having or advertising an equal opportunities policy only further enforces perceptual and practical barriers to recruiting underrepresented groups.

If data is not collected or reviewed on diversity and equality indicators, an organisation may not be able to identify or act on these issues. Examples include gender pay gaps or retention rates of underrepresented groups. A lack of data can give employees a wrong picture of discrimination in their workplace. This can weaken their motivation to act or enforce policies and practices to improve equality and diversity.

KEY BARRIERS FOUND BY THE RESEARCH

→ **Lack of transparency**

→ **Nepotism**

→ **Composition of recruitment panels**

→ **Lack of Equality, Diversity and Inclusion policy**

→ **Word-of-mouth recruitment**

→ **Lack of data and monitoring**

RECOMMENDATIONS

→ Recruitment panels should be diverse. Where possible applications should be reviewed by more than one assessor to reduce the impact of unconscious bias.

→ Job descriptions should be written in clear, accessible, neutral language.

→ All senior staff within practices should receive unconscious bias training. Consideration should be made to where bias may occur in the application process, and reasonable steps taken to mitigate this.

→ Recruitment shortlists and hiring decisions should be tracked in diverse terms and used to assess which part of the process could be improved.

→ Job ads should be publicly advertised and applications from underrepresented groups publicly encouraged. Social media is a useful way to target groups who might not necessarily be aware of the opportunity.

→ The public image of practices and networks should be considered in relation to potential applicants. For example, review listings on the 'People' section of a website, and consider alphabetical listing as opposed to a hierarchical structure.

→ Data on applicants (received, interviewed and offers made) should be gathered. This will allow employers to better understand how recruitment practices are working and to identify specific gaps for proactive action.

→ Practices should identify targets for the diversity of their staff that consider the make-up of their organisation relative to the local community. For example, a practice in London could use ONS Census statistics to set organisational targets to reflect the characteristics of the city's working-age population.

TOOLS AND RESOURCES

- **ONS Census Data 2011**
  Office for National Statistics

  Detailed snapshot of the UK population and it's characteristics.

  www.ons.gov.uk/census/2011census

- **Job Description Analysis Tool**
  Be Applied

  Tool for analysing gendered language, reading burden and other problematic phrases to create inclusive job descriptions.

  www.beapplied.com/job-description-analysis-tool

- **Gender Bias Decoder**
  TotalJobs

  Free de-coder that assesses text for gendered language.

  www.totaljobs.com/insidejob/gender-bias-decoder/

- **Inclusive Recruitment Guide**

  Tips, tools, and stories to support design practices to attract, recruit, and retain a diverse design team.

  www.inclusivedesignrecruitment.co.uk

- **Good Equality Practice for Employers: Equality Policies, equality training and monitoring**
  Equality and Human Rights Commission

  One of seven Equality and Human Rights Commission guides (Vol. 7 of 7) giving advice to employers on their responsibilities under UK equality law. This guide applies to you if you are an employer, and are: recruiting people to work for you; making decisions about what happens to the people working for you; and/or taking action in relation to the people working for you.

  www.equalityhumanrights.com/sites/default/files/good_equality_practice_for_employers_equality_policies_equality_training_and_monitoring.pdf

- **Best Practice Guidance on Monitoring Equality and Diversity in Employment**
  Civil Service

  Practical advice for departments and agencies that wish to improve their equality and diversity monitoring. It specifically covers the collection of personal data which will be identifiable to the individual. Although this guidance is aimed at public sector organisations, it is useful and applicable to any employer reviewing their approach to EDI monitoring.

  www.whatdotheyknow.com/request/174677/response/430146/attach/3/Equalities%20Monitoring%20Guidance%20final.pdf

- **GLA Workforce Report**
  Greater London Authority

  Publicly available digest of GLA employment data and statistics for six months ending 30 September 2018.

  www.london.gov.uk/sites/default/files/workforce-report-300918.pdf

Non-biased recruitment

Increased diversity of individuals taking up roles and working in public planning is a key outcome for Public Practice. It is committed to encouraging equality, diversity and inclusion through its application, selection and matching process for Associate positions. Public Practice recognises underrepresented characteristics and takes proportionate action to support individuals with those characteristics to successfully apply for the programme.

It uses the following methods to promote equality, diversity and inclusion in Associate application:

- **Targeted communications**
  Using targeted communication channels and networks to extend the reach of messaging amongst underrepresented groups. At the application stage data is collected on candidates to iteratively improve the recruitment processes by learning which advertising channels are the least and most effective at reaching certain characteristic groups.

- **Unbiased language**
  Writing the prospectus, communications and application form in clear, balanced language to make application materials more inclusive.

- **Inclusive application questions**
  Asking questions around competence and track record to reduce the impact of differences in applicants' past opportunities on their chance of successfully progressing through the application process.

Public Practice's first cohort of associates

- **Anonymous and distributed reviewing**
  Reviewing applications anonymously and by multiple assessors to reduce the impact of bias.

- **Tie-break decisions (positive action)**
  Where two or more applicants of equal merit are tied for a place in the next round of the application process, preference will be given to the candidate who provides additionality to the role or the wider team due to their diverse lived experiences and understandings.

- **Monitoring diversity**
  Capturing data around the diversity of applicants and how it changes through the application process to evaluate performance around equality, diversity and inclusion.

Public Practice
www.publicpractice.org.uk

Creating Employment Opportunities through Projects

Karakusevic Carson Architects has been looking at new ways to create direct employment for people living in the areas that are nearby to their projects. This includes employing individuals who can offer something to the project outside of architectural work.

At Kings Crescent Estate in Hackney, KCA is working with a local photographer to document both the design process and community engagement. The local knowledge that he has brought to the project has been invaluable, creating a series of photographs that capture the spirit of the community. His work has culminated in the production of a self-published photo essay project, funded by the practice.

PROGRESSION
+
LEADERSHIP

EVIDENCE FROM THE LITERATURE REVIEW

Sustaining and succeeding in a career relies on formal and informal support in accessing pathways to progress. A lack of shared culture, including understanding career advancement values, can mean there is not enough suitable support to develop a more diverse workforce.

Across all levels of practice, no single group thinks that women have better opportunities for career advancement than men. However, a considerable number of women think employers provide better opportunities for men in their practices. On top of this, women too often find that their status as architects is questioned by male colleagues. This is especially when it comes to technical expertise. Women may also have their authority questioned while out on project sites. A majority of BAME architects still identify their background as a barrier to career progression. This is even more pronounced for those identifying as black. LGBT+ architects report that they consider being gay, lesbian, bisexual or transgender as a barrier to career progression. There are also very few visible LGBT+ colleagues in senior positions.

The cost of doing Part III study while in practice presents a major barrier to progression for architects from poor backgrounds. This is especially for those who have family financial responsibilities. In addition to established pay gaps related to gender, there is growing evidence of a class pay gap in the cultural and creative industries. This gap is larger in London than the rest of the UK. Research on social mobility in the UK suggests that people from working-class backgrounds are less likely to enter professional occupations. It also shows that when they do, they earn 17 per cent less on average than their more privileged peers.

As in professional education, there is a lack of senior BAME and women architects in practice. Consequently, there is also a lack of mentors and role models. Many BAME architects don't see any

BAME colleagues at senior levels in their own practices. They are also discouraged by a lack of BAME architects in the wider profession. This can hinder progression of underrepresented groups through a lack of formal support, and by perpetuating cultures which do not accommodate them equally. As with spaces for study and learning, workplace design and accommodation can be a key factor in the working experience of disabled architects.

As with recruitment, some procedures for promotion are still considered too informal, especially in progressing to associate or partnership level. Progress can be too dependent on ability to connect with management – which is often white and male- and willingness to work long hours. Many men and women detect a 'glass ceiling' in architecture. As a result, women and BAME architects must work harder to become respected.

Women in the profession have been found to be at risk of poorer wellbeing and occupational health than their male colleagues. BAME practitioners can be at a higher risk of mental health issues linked to long-standing marginalisation. A higher proportion of BAME architects say that they wouldn't recommend architecture as a profession compared to their white counterparts. Unequal pay and a lack of recognition and wellbeing support all contribute to low job satisfaction among BAME and women architects.

Architecture is not considered to be a profession that caters for non-conventional career paths or working arrangements. Long working hours and a lack of flexible working arrangements are some of the most common reasons women leave the profession. This is especially for those with family responsibilities. These conditions also impact the ability of fathers working in the sector to take on shared parenting responsibilities.

Too many women report that having a family has a detrimental impact on progression in the sector. This includes being given fewer opportunities when returning to work and challenges in catching up with new technologies. A high proportion of women consider starting a family to be detrimental to their career

progression, especially at associate level. Alongside a shortage of opportunities for parents returning to work it can create a lack of accumulated experience for women in the sector. This can impact their career progress.

Architects from underrepresented groups can often feel pigeonholed or restricted to certain projects or tasks, like women being assigned to domestic architecture or interiors. Developing a specialism within the field should be based on interest and talent, not on abstract profiling. There is a common view that women particularly self-select to specialise in this way, which does not recognise the role that management and staffing decisions play in this process.

Drawing architects from minority groups into the same types of projects repeatedly can limit their skills development. Risk aversion and conservatism can limit the opportunities that young architects, especially those from minority backgrounds, are given to build their career portfolios. This can also have a negative impact on the mental health of practitioners.

KEY BARRIERS FOUND BY THE RESEARCH

- → **Lack of mental health and wellbeing support**
- → **Glass ceiling and unequal pay**
- → **Anti-social hours**
- → **Lack of shared culture through hierarchy**
- → **Status questioned on construction sites and in meetings with sub-consultants**
- → **Pigeonholing onto projects**
- → **Fewer opportunities for women returning to work**

RECOMMENDATIONS

- → Mentoring opportunities should be offered to staff.
- → Practices should consider offering flexible working arrangements and having clear policies that support new parents returning to work. Shared parental leave should be encouraged.
- → Organisations should have clear opportunities and procedures for reporting grievances, which are open beyond line management structures.
- → Pay and progression should be transparent within practices.
- → Opportunities should be made available to have different voices of the practice represented at client presentations, job interviews or design review panels.
- → Organisations should consider training Mental Health First Aiders to support the mental wellbeing of employees.

TOOLS AND RESOURCES

- **Accessing Architecture: In Practice**
  Architects for Change

  A suite of guidance documents to support people with disabilities entering or progressing careers in architecture. In Practice is written for architecture students, teaching staff and disability advisors.

  www.architecture.com/-/media/gathercontent/accessing-architecture/additional-documents/accessingarchitecture3inpracticepdf.pdf

- **RIBA 'Close the Gap' Toolkit**
  Royal Institute of British Architects

  Best practice guidance for chartered architecture practices of all sizes to address their gender pay gap.

  www.architecture.com/-/media/gathercontent/work-with-us/additional-documents/close-the-gapimproving-gender-equality-in-practicepdf.pdf?la=en

- **Our Time Toolkit**
  Greater London Authority

  Supporting Future Leaders to tackle gender inequality in the workplace and break down barriers that prevent women from reaching the top.

  www.london.gov.uk/what-we-do/communities/our-time-supporting-future-leaders/our-time-toolkit

- **Implementing Mental Health First Aiders**
  Mental Health First Aid England

  A guide for employers looking to train Mental Health First Aiders within their organisation.

  www.hbf.co.uk/documents/8333/Guidance_for_Employers.pdf

- **Disability Confident Employer Scheme and Guidance**
  Department for Work and Pensions

  Guidance on employing and retaining disabled people and people with health conditions.

  www.gov.uk/government/collections/disability-confident-campaign

Gender Equality Policies

Grimshaw Architects have introduced a suite of gender diversity policies to ensure that female representation is balanced across all levels of seniority within the practice. To ensure that these policies are effective and delivering their intended outcome, a set of metrics specific to each policy was established and is tracked and measured on a quarterly basis. This provides a means by which the impact of each policy can be reviewed, adjusted and fine-tuned where necessary.

Policy No. 1: DIVERSITY CHAMPION
A diversity champion is identified for each studio to oversee, manage, and champion diversity. This role involves having an active part in recruitment, resourcing, promotion, agenda setting, promoting and communicating initiatives internally and externally, and reporting to the local Partner.

Policy No. 2: RECRUITMENT
Requires selection of equal male / female candidates for interview when hiring (at Senior Architect level and above as issues were not identified below this level), with at least one female representative involved in selection and interview stages. Reason for selection is documented, as are the reasons for non-selection. Feedback is readily available to all candidates.

Policy No. 3: PROJECT OPPORTUNITIES
Project teams consisting of three or more people must be mixed gender. If this is not possible there must be a strong rationale why, which is then documented. When considering lead roles for each project, an equal number of male/female candidates must be considered.

A mentee from the FLUID
Diversity Mentoring programme

Policy No. 4: BUSINESS OPPORTUNITIES
Every bid submission and attendance at bid interviews must include female team members. Grimshaw will send balanced representation to organised networking events, with senior representatives being responsible for making introductions and assisting junior representatives in establishing new connections.

Policy No. 5: TRAINING, MENTORING & ADVOCACY
Training and mentoring schemes have been realigned to support diversity, including workshops on unconscious bias, communications skills, and more. The mentoring scheme specifically includes a mechanism to increase the number of female mentors in the programme and increase the number of female mentees.

Policy No. 6: MATERNITY / PATERNITY, FLEXIBLE WORKING & RETURN TO WORK
An enhanced benefits package is offered to the primary carer be they male or female. This includes flexible and part-time hours, financial incentives, and an outreach programme to those on maternity and paternity leave.

Policy No. 7: TRANSPARENCY & FEEDBACK
Diversity programme, procedures, decision making processes and progress are communicated to the practice at large, as well as externally. Feedback is sought internally and from consultants to ensure procedures remain up to date, relevant and targeted.

Policy No. 8: SALARY & PROMOTION
Staff pay is regularly reviewed across genders, roles and experience levels, and equal pay policy is enforced. When considering promotions all discussions include male and female candidates and subjectivity is removed from decisions. Clear reasons for selection are recorded and feedback is provided to all candidates.

Mentoring

Built by Us' FLUID Diversity Mentoring Programme addresses retention and development of practitioners from diverse backgrounds for management and leadership roles in the sector. It links volunteer mentors and mentees from across the construction industry to enable the support and development of the mentee. Construction professionals at a variety of career stages are encouraged to take part. The programme has been developed to address the underrepresentation within management and leadership structures in the built environment sector. It mainly focuses on: women; BAME groups; people with disabilities; LGBT people and those from low socio-economic backgrounds.

Built by Us FLUID Diversity Mentoring Programme
www.builtbyus.org.uk/fluid

Inclusive Organisational Structure

Employee ownership is becoming an increasingly popular model for UK architecture practices. It has been adopted by 17 of the UK's top 100 practices.

Donald Insall Associates' structure and ethos as an employee owned organisation is central to their approach to EDI. All members, regardless of seniority, has a democratic voice in the direction of the practice and receives a share of the profits each year.

Haworth Tompkins recently formed an employee ownership trust that hold 55 per cent of its shares. The company has set out 13 guiding principles for the trust: employee benefit; reputation; creative leadership; open communication; financial stability; innovation; social value; sustainability; creative diversity; fairness and equal opportunity; employee voices; work-life balance; and sharing the rewards of success.

Haworth Tompkins' Social Values
www.haworthtompkins.com/studio/social-values

AHMM became employee-owned in 2017, and like many practices adopting the structure cited succession planning as a key motivation. Under the traditional ownership model, directors hold 100 per cent of the company shares. When employees own most of these shares, future practice directors will not face such a high expense of buying-in. As a result, wealth is removed as a deciding factor in who can run the practice.

External employee support

Karakusevic Carson Architects runs an Employee Assistance Programme, a free external advice line that offers counselling and legal advice to all employees. The service is completely confidential and paid for by the practice.

SETTING-UP

EVIDENCE FROM THE LITERATURE REVIEW

Setting up a practice is a logical step for many architects and architectural designers. It allows them to have creative freedom and develop their own way of practising. It can be one of the most rewarding and difficult stages of an architect's career. However, as with all other stages of progression in the industry, there are barriers which discourage and disadvantage architects from underrepresented groups. Women particularly identify building their own practice and taking on new project types as the most important career goals.

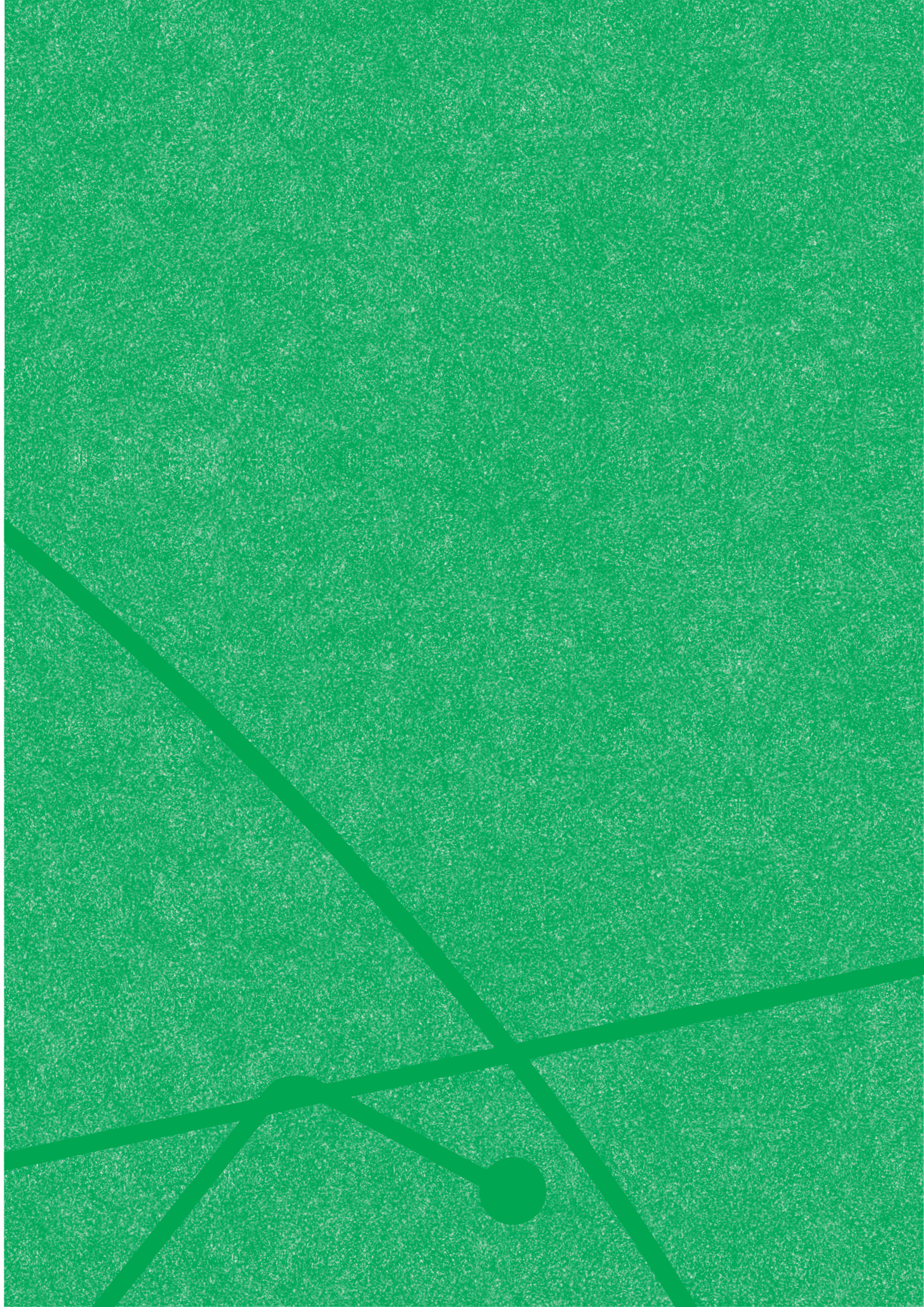
Architects who have adopted more 'non-standard' careers often feel greater levels of satisfaction and more ownership and control over their career. Yet for most groups opportunities to do so are limited. This means that architects from underrepresented groups are unable to build experience outside of conventional practice roles.

Access to funding is a key barrier to setting up a new practice. Across all sectors, BAME- and women-led businesses face challenges in accessing finance needed to support starting up a new venture. Common issues can include collateral shortages, poor credit worthiness, lack of savings, a poor financial track record and language barriers. Evidence suggests people from black African, black Caribbean, Bangladeshi and Pakistani backgrounds are more likely to have their loan applications rejected than Indian and white owned businesses. Women-led businesses often must start with less capital and are more likely to use external finances. A lack of funding options can deter underrepresented groups from starting their own practices. It can also increase risk aversion across the profession in terms of starting or supporting something new.

On top of this barrier, narrow networking patronage is a further barrier for certain groups in setting up on their own. Male-dominated social networks with other architects, clients and

construction professions can limit these groups' ability to trial, promote or seek support for new ventures.

Again, monitoring and reporting (both internally and publicly) is important to track how barriers to setting up and securing work are impacting different groups. A lack of data can lead to employers, clients and networks having an inaccurate perception of discrimination across their work. This can again weaken their motivation to act or enforce policies to improve equality and diversity.



KEY BARRIERS FOUND BY THE RESEARCH

→ **Lack of opportunities**

→ **Networking patronage**

→ **Lack of start-up funding**

RECOMMENDATIONS

→ Established practices should consider sub-contracting smaller, younger firms or firms led by underrepresented groups where this can improve a project through collaboration.

→ Networks within the sector should consider the overall profile of their members and take active steps to expand membership or be inclusive.

→ Practitioners should consider ways of offering support and advice to others looking to progress within the industry.

→ Practices should make resources, for example HR policies, readily available to the wider profession. This can help increase the capacity of smaller, less experienced firms.

TOOLS AND RESOURCES

▸ **Business Benchmarking Survey**
RIBA

The annual RIBA Business Benchmarking survey provides vital business knowledge about how your practice compares to others across a broad spectrum of criteria. It allows you to identify areas of strength, weakness and opportunity.

www.architecture.com/knowledge-and-resources/resources-landing-page/business-benchmarking#available-resources

▸ **MSDUK Innovation Hub**

Supporting BAME businesses to market and unlock a diverse talent pool of entrepreneurs to help fuel business growth.

www.msduk.org.uk/innovation-hub.html#innovation-programme

▸ **UK VC & Female Founders**
British Business Bank

A report by the British Business Bank highlighting the challenges faced by female-led teams when accessing Venture Capital.

www.british-business-bank.co.uk/wp-content/uploads/2019/02/British-Business-Bank-UK-Venture-Capital-and-Female-Founders-Report.pdf

Open and Inclusive Networks

Part Four is a ‘Gardeners’ Question Time’ for emerging practices organised by the Architecture Foundation Young Network. The events programme enables young practices to pitch questions on professional practice to an expert panel. It is a chance to ask about all the subjects that are not covered in Part Three: finance; staff management; dealing with difficult clients; ensuring sustainable growth; finding suitable workspace, etc.

Architecture Foundation Part Four

www.architecturefoundation.org.uk/events/part-four
New London Architecture’s NextGen speed mentoring evenings give younger professionals an opportunity to meet with established practitioners. They can ask questions about projects, challenges they’re currently facing, or career progression. These events form part of the NextGen programme, which focuses on supporting younger professionals and promoting fresh talent in the sector.

New London Architecture NextGen
www.newlondonarchitecture.org/whats-on/programmes/nla-programmes/nextgen

Mayor’s Design Advocate induction day

Incubation

ARCHITECTURE:INCUBATOR Big Practice / Small Practice is a new initiative to boost diversity in architectural practice, led by the Stephen Lawrence Trust with Elsie Owusu. It brings the culture of innovation and encourages new practices, as well as deploying the best design talent for the benefit of future generations, regardless of family background.

Housed in Sir David Adjaye's award-winning building, now a design hub, Architecture: Incubator seeks to promote the growth of new "small" practices by architects from underrepresented groups. Successful large London practices, together with construction industry finance, legal and branding experts will be invited to support self-selected groups of 3–5 young architects who wish to join the ranks of successful small and medium-sized practices.

Sub-contracting

An architect to design the new Museum of London was sought in 2016 through a competition funded by the GLA. The winning team comprised of Stanton Williams and Asif Khan, whose practices were founded more than 30 years apart. The team also includes conservation architect Julian Harrap and landscape firm J&L Gibbons.

Through the GLA Group's Architecture, Design and Urbanism Panel (ADUP), clients are encouraged to commission multi-disciplinary teams where projects will benefit from specialist and varied design skills and perspectives.

EVIDENCE FROM THE LITERATURE REVIEW

Visible advocates – whether individuals, practices, institutions or the media – are vital to lead change in the profession. There is still a lack of acceptance or awareness among male and/or white architects that certain groups experience discrimination. This can limit commitments to underrepresented groups, especially given that this is the profile of many senior decision-makers. Advocacy is needed to keep the profile and reality of this issue in the profession's collective conscious.

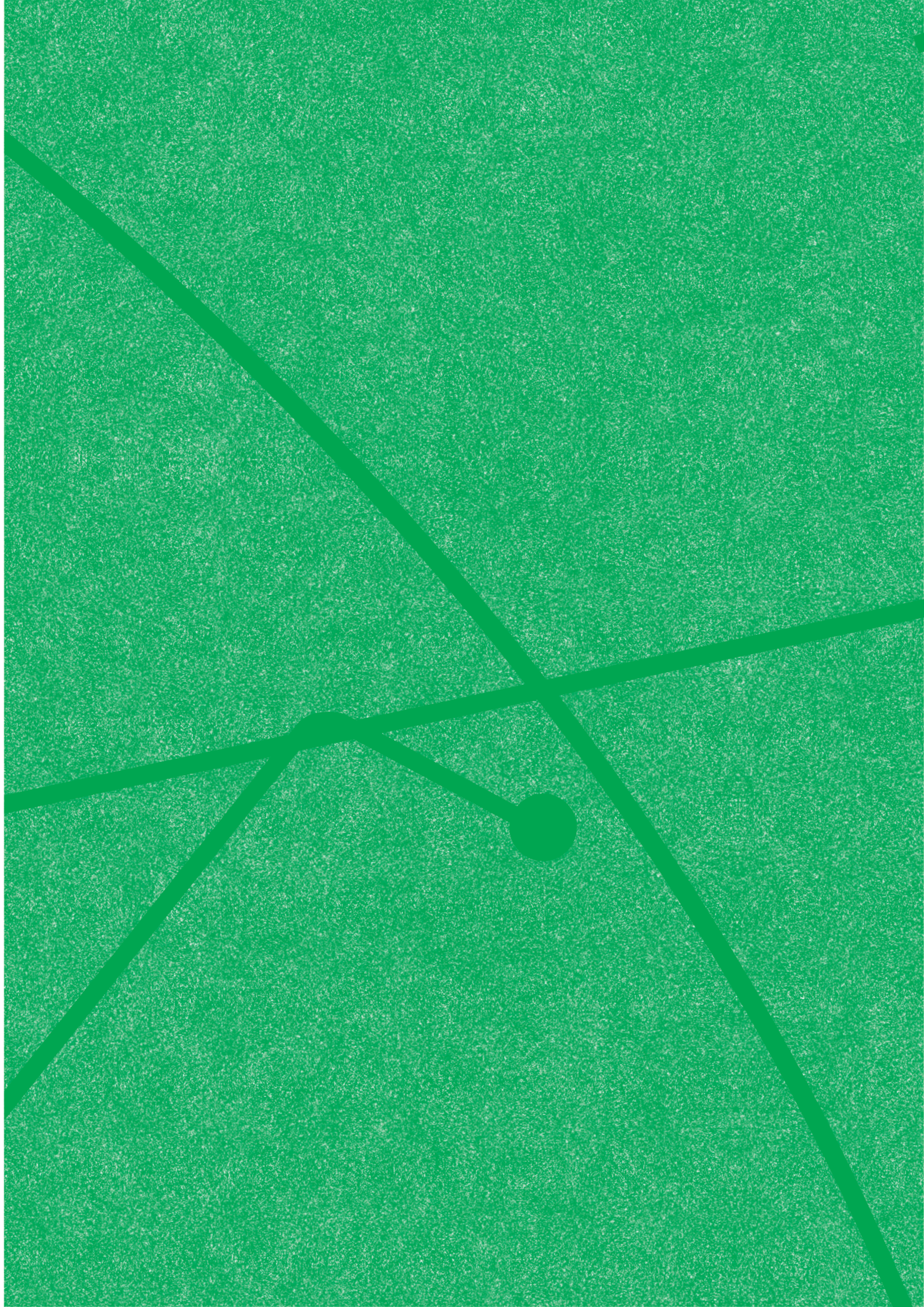
The ability to advocate for change can be limited by the environment in a given practice or institution. There remain too many people unwilling to be involved with initiatives promoting greater diversity. It is seen as something that could potentially impact on future projects or job prospects. This unfair treatment is known as victimisation.

Many architects would like to be vocal about fairer treatment in their organisations. However, many adopt a position of 'resigned accommodation' to the status quo to avoid being labelled or pigeonholed by their advocacy. This barrier to greater internal advocacy is made worse by strong formal and informal networks in the industry. The fact is that career prospects can be damaged by 'negative' personal reputations.

The best initiatives supporting wider participation and representation are intersectional, and recognise the linked nature of characteristics like gender, race, sexuality and socioeconomic status. They acknowledge how these overlaps can create interdependent systems of discrimination and disadvantage. Initiatives which are narrowly focused on one underrepresented group can unintentionally further disadvantage or overlook another. This can also mean a lack of critical mass needed to achieve change.

At the same time, it is vital that the specific barriers impacting different groups are well understood. The challenges faced by black women, for example, are not the same as those experienced by Asian men, or young LGBT+ people. To tackle the profession's systemic challenges, advocacy must recognise the specific needs and opportunities for certain groups, and how they are connected. Likewise, initiatives to boost opportunities for architects from underrepresented groups should focus on many different types of work. If they focus on one type - for example, the community and social sectors – this will produce further 'ghettos' of professional experience.

The architecture profession has not yet caught up with the age of big data. Detailed and up-to-date monitoring, both by individual practices, professional and public bodies, is not yet standard. There is currently no industry standard on collection and analysis of equality monitoring data. This means that there is an uneven understanding of diversity across the sector. As a result, we lack understanding of how existing initiatives are working, and future actions are designed and put in place. This can limit change that is tangible and shared.



KEY BARRIERS FOUND BY THE RESEARCH

- → **Lack of intersectionality around EDI initiatives**
- → **Lack of visibility of advocates**
- → **Lip-service paid to initiatives to account for lack of meaningful action**
- → **Career risk to advocate for diversity**
- → **Pigeonholing into types of work based on characteristics**

RECOMMENDATIONS

- → Practices should support groups advocating for fairer, more inclusive practice, whether this is financially, by reviewing their own practice, or by outwardly advocating themselves.
- → Where advice is sought from an advocacy group or individual, the recipient should recognise the value of their time and input. This will ensure that the exchange will benefit both parties, whether financially or otherwise.
- → Leaders should speak up on issues and show solidarity with those who are less able to do so.
- → Organisations should engage with expert and advocacy groups to respond to specific underrepresentation in their practice.
- → Clear policies on public statements and involvement in public events should be set. For example, consider who makes public statements on behalf of the practice or policies on participating in events with non-diverse participants.

TOOLS AND RESOURCES

- **The DisOrdinary Architecture Project: Resources**

  An expanding set of resource links – to books, articles and webpages. The aim is to promote different ways of thinking and doing disability in architecture and the built environment.

  www.disordinaryarchitecture.com/wp/resources/

Groups and networks

- **Architects for Change (AfC)** is the RIBA's expert advisory group for equality, diversity and inclusion.

  www.architecture.com/about/equality-diversity-and-inclusion

- **Architects Mental Wellbeing Forum** raises awareness, provides advice and starts a dialogue about mental health in the architecture profession. Representatives from leading practices are joined by the RIBA and Architects' Benevolent Society to talk freely about how the profession can support mental wellbeing.

  www.amwf.co.uk/

- **Architecture LGBT+** provides a safe, inclusive and prejudice free environment for LGBT+ Architects and those working and studying within the profession. This is done through networking events, learning, mentoring and role models.

  www.architecturelgbt.com

- **BAME in Property** is a forum for BAME and non-BAME professionals keen to increase ethnic diversity in the property and planning sectors.

  https://www.bameinproperty.com

- **Black Females in Architecture (BFA)** is a network to make black women more visible in the built environment sector. Founded in 2018, BFA now has over 150 members sharing advice on WhatsApp and at organised workshops.

  @BlackFemArch

- **Building Equality** is an alliance of construction organisations and professionals working together to drive LGBT+ inclusion in the construction sector. Over the past five years they have rapidly grown and expanded their reach from London into regional hubs in Leeds and Manchester.

  www.rics.org/uk/news-insight/latest-news/news-opinion/building-equality/

- **Built By Us** is a social enterprise on a mission to diversify the construction sector. Their programmes are designed to nurture diverse talent, by offering consultancy services for companies wishing to develop inclusion strategies. They also offer search and selection services for companies seeking new talent.

  www.builtbyus.org.uk

- **DiverseCity Surveyors** provides support services and educational training to BAME surveyors who are part of the Royal Institution of Chartered Surveyors (RICS).

  www.diversecity-surveyors.com

- **freeholdLGBT** is a networking forum for LGBT+ built environment professionals. Members include surveyors, asset managers, architects, developers, investors and property lawyers.

  united-kingdom.taylorwessing.com/en/services/services/level3/freehold

- **InterEngineering** is an organisation that promotes LGBT diversity and inclusion within engineering. It has regional groups across the UK.

  interengineeringlgbt.com

- **New Architecture Writers** is a free programme that develops the journalistic skills, editorial networks and ciritical voice of emerging design writers.

  newarchitecturewriters.org

- **Paradigm Network** exists to support, encourage, and help talented architects from BAME backgrounds in education and as they progress in their careers.

  www.paradigmnetwork.co.uk

- **Part W** is a women's action group that instigates new forms of discussion and debate around the issue of inequality in the built environment.

  @PartWCollective

- **Planning Out** is a network for LGBT+ planners. It supports the 'second wave' of LGBT+ rights where gay people at work have the same level of acceptance and dignity as everyone else.

  @PlanningOut

- **Society of Black Architects (SOBA)** is a group advocating for black Architects' rights, opportunities and visibility.

- **The DisOrdinary Architecture Project** has been working with architectural and built environment practitioners for over a decade. It aims to open practices to more creative and critical engagement with disability, ability, access and inclusion through collaboration.

  disordinaryarchitecture.com/wp

- **The Mayor's EDI Advisory Group** brings together experts from equalities groups and civil society to shape and deliver his Equality, Diversity and Inclusion Strategy.

  www.london.gov.uk/what-we-do/communities/equality-diversity-and-inclusion-edi-advisory-group#acc-i-56089

- **The Saturday Ladies Architecture and Design Society (SaLADS)** have been visiting buildings (on a Saturday) for continued inspiration since 2013.

  @The_SaLADS

- **Urbanistas** is collaborative women-led network amplifying women's voices and ideas to make cities better for everyone.

  www.urbanistas.org.uk

- **WISE** is a community interest company which supports employers, educators and training. It provides business to business services to organisations that want to improve their gender balance, including engagement and advancement of women.

  www.wisecampaign.org.uk

- **Women in Planning** is a women-led independent network that works to empower women within the planning industry.

  www.womeninplanning.org

CASE STUDIES

Role models and networks

Architecture LGBT+ is a not for profit grassroots organisation. The aim is to offer a safe, inclusive and prejudice free environment for LGBT+ architects and those working and studying within the profession. It runs networking events, learning and mentoring sessions. By sponsoring Architecture LGBT+, practices show staff that they value inclusive workforces. One of the organisation's aims is to encourage more openly out role models so that others can be themselves in the workplace. This should come from the top down and be supported by the office culture.

Architecture LGBT+
www.architecturelgbt.com

Foster + Partners is Architecture LGBT+'s platinum sponsor. To celebrate diversity and make a visible show of support, Foster + Partners has even developed its own LGBT+ logo and brand identity. This was chosen through an in-house design competition in which the entire practice was encouraged to participate. The logo will be on display at this year's Pride events in London and Manchester. Regular events such as history month and Foster + Partners Pre-Pride party help create a supportive network for LGBT+ employees.

Part W is a women's action group that hopes to prompt new forms of discussion and debate around inequality in the built environment. The group recently launched its first action, to draw up a list of women who should have won the prestigious RIBA Royal Gold Medal. Since launching in 1848, only once has a woman won it in her own right – the late Zaha Hadid in 2016.

Part W Collective
@PartWCollective

Changing perceptions through education

The DisOrdinary Architecture Project has been working with architectural and built environment practitioners for over a decade. It aims to find collaborative ways to open practices to a more creative and critical engagement with disability, ability, access and inclusion. The group also works with related fields such as museum and gallery curators and educators; theatre, performance and events coordinators and designers; as well as in relation to rethinking a wide range of building types. Many disabled artists who work with The DisOrdinary Architecture Project already have considerable expertise in creative working around access and inclusion.

DisOrdinary Architecture
disordinaryarchitecture.com/wp

Data gathering and research

In 2018, the GLA along with London Festival of Architecture commissioned a refresh of 'The London's Architecture Sector' report. It outlined the value of the sector in its contribution to the economy, work and its role in shaping London as a cultural destination. It showed that the sector has been growing from strength to strength. However, it also found the lack of diversity in the sector still needs addressing.

Foster + Partners Pride event

FULL LIST OF CAREER STAGE RECOMMENDATIONS

SCHOOL

→ Practices and practitioners should support mentoring initiatives and educational outreach programmes. They should become positive role models and provide insight into the profession.

→ Work placement opportunities should be made accessible to harder to reach groups through both broad and targeted advertisement. The experience should be meaningful and lead to genuine development of relevant and varied skills.

→ Opportunities should be created for schools local to projects to be involved as part of the design and delivery process.

PROFESSIONAL EDUCATION

→ Students should be exposed to a broad network of contacts and role models. For example, through open networks, diverse academic staff, and balanced make-up of invited critic panels.

→ Staff in practice should be supported to continue their education while working. For example, by being offered funding and flexible working arrangements.

→ Organisations that offer mental health and wellbeing support should be signposted by practices and educational institutions.

→ Financial support should be offered to students. Students should be able to complete their studies without unnecessary course-related expenditure. This should not exclude them from any part of the learning.

RECRUITMENT

→ Recruitment panels should be diverse. Where possible applications should be reviewed by more than one assessor to reduce the impact of unconscious bias.

→ Job descriptions should be written in clear, accessible, neutral language.

→ All senior staff within practices should receive unconscious bias training. Consideration should be made to where bias may occur in the application process, and reasonable steps taken to mitigate this.

→ Recruitment shortlists and hiring decisions should be tracked in diverse terms and used to assess which part of the process could be improved.

→ Job ads should be publicly advertised and applications from underrepresented groups publicly encouraged. Social media is a useful way to target groups who might not necessarily be aware of the opportunity.

→ The public image of practices and networks should be considered in relation to potential applicants. For example, review listings on the ‘People’ section of a website, and consider alphabetical listing as opposed to a hierarchical structure.

→ Data on applicants (received, interviewed and offers made) should be gathered. This will allow employers to better understand how recruitment practices are working and to identify specific gaps for proactive action.

→ Practices should identify targets for the diversity of their staff that consider the make-up of their organisation relative to the local community. For example, a practice in London could use ONS Census statistics to set organisational targets to reflect the characteristics of the city’s working-age population.

PROGRESSION AND LEADERSHIP

→ Mentoring opportunities should be offered to staff.

→ Practices should consider offering flexible working arrangements and having clear policies that support new parents returning to work. Shared parental leave should be encouraged.

→ Organisations should have clear opportunities and procedures for reporting grievances, which are open beyond line management structures.

→ Pay and progression should be transparent within practices.

→ Opportunities should be made available to have different voices of the practice represented at client presentations, job interviews or design review panels.

→ Organisations should consider training Mental Health First Aiders to support the mental wellbeing of employees.

SETTING UP

→ Established practices should consider sub-contracting smaller, younger firms or firms led by underrepresented groups where this can improve a project through collaboration.

→ Networks within the sector should consider the overall profile of their members and take active steps to expand membership or be inclusive.

→ Practitioners should consider ways of offering support and advice to others looking to progress within the industry.

→ Practices should make resources, for example HR policies, readily available to the wider profession. This can help increase the capacity of smaller, less experienced firms.

→ Clients should provide thorough feedback for rejected applicants through their procurement processes. Where practices identify with protected characteristics, for example BAME-led practices, positive action should be considered through enhanced feedback to develop capacity.

→ Clients should actively expand their networks, for example through targeted meet & greets, to ensure that diverse practices are on their radar.

ADVOCACY

→ Practices should support groups advocating for fairer, more inclusive practice, whether this is financially, by reviewing their own practice, or by outwardly advocating themselves.

→ Where advice is sought from an advocacy group or individual, the recipient should recognise the value of their time and input. This will ensure that the exchange will benefit both parties, whether financially or otherwise.

→ Leaders should speak up on issues and show solidarity with those who are less able to do so.

→ Organisations should engage with expert and advocacy groups to respond to specific underrepresentation in their practice.

→ Clear policies on public statements and involvement in public events should be set. For example, consider who makes public statements on behalf of the practice or policies on participating in events with non-diverse participants.

FURTHER RESOURCES ON EQUALITY, DIVERSITY AND INCLUSION

- **RICS Inclusive Employer Quality Mark**

  In 2015 RICS launched the Inclusive Employer Quality Mark (IEQM) as a response to the sector being behind other professions in moving towards a more diverse and inclusive workforce. The IEQM is based on four clear, key principles: leadership, recruitment, culture and development.

  www.rics.org/uk/about-rics/responsible-business/diversity-and-inclusion/inclusive-employer-quality-mark/

- **Royal Academy of Engineering**

  Diversity and inclusion resources

  This toolkit is designed to give companies practical advice, tools and inspiration to improve diversity and inclusion in their workforce. As well as seventeen case studies from engineering organisations tackling diversity and inclusion, it contains diversity statistics, a business case for diversity and inclusion in engineering, tools from business diversity consultants Pearn Kandola, guidance on specific initiatives, useful resources and sources of information. It has been put together by the Royal Academy of Engineering Diversity Leadership Group (DLG).

  www.raeng.org.uk/policy/diversity-in-engineering/diversity-inclusion-toolkit-resources

- **Equality and diversity: good practice for the construction sector**

  Equality and Human Rights Commission

  This report presents a Framework for Action to show how equality and diversity could be advanced in the construction sector. It has four themes: knowledge management, the construction workplace culture and practices, communications and business results and impact management.

  www.equalityhumanrights.com/sites/default/files/ed_report_construction_sector.pdf

- **State of the Nation 2018–2019**
  Social Mobility Commission

  The Social Mobility Commission's sixth annual report looks at how much progress Great Britain has made towards improving social mobility. It highlights that: inequality is entrenched in Britain, from birth to work. Being born privileged means that you're likely to remain privileged. Likewise, being born disadvantaged means you must overcome barriers to improve you and your children's social mobility.

  www.gov.uk/government/publications/social-mobility-in-great-britain-state-of-the-nation-2018-to-2019

- **Equality and Human Rights Commission Advice and Guidance**
  Equality and Human Rights Commission

  Guidance for individuals, organisations and public sector providers relating to UK equality law.

  www.equalityhumanrights.com/en/advice-and-guidance

- **Stephen Lawrence Research Centre**
  Stephen Lawrence Trust with De Montfort University

  The Stephen Lawrence Research Centre aims to drive forward conversations that will shape and influence how we think about race and social justice. It intends to honour the enduring legacy of Stephen Lawrence's life and his family's ongoing pursuit of justice by asking new questions, debating critical issues, raising awareness, and advocating to bring about positive change.

  www.dmu.ac.uk/research/centres-institutes/stephen-lawrence-research-centre/index.aspx

GLA tools and resources

- **Inclusive London**
  Greater London Authority

  The Mayor's Equality, Diversity and Inclusion Strategy sets out how he will work to create a fairer, more equal, integrated city. A London where all people feel welcome and able to fulfil their potential. The strategy has six parts: a great place to live; a great place for young people; a great place to work and do business; getting around; a safe, healthy and enjoyable city; and leading by example.

  www.london.gov.uk/sites/default/files/mayors-equality-diversity-inclusion-strategy.pdf

- **Workforce Integration Network**
  Greater London Authority

  As part of his Strategy for Social Integration, the Mayor has launched Workforce Integration Network (WIN). This will help to improve pathways for underrepresented groups in the workplace. The WIN programme will begin with supporting young black men aged 16 to 24 years into living wage employment in London. It will focus initially on the construction and digital sectors, and will engage other sectors and groups over time.

  www.london.gov.uk/what-we-do/communities/workforce-integration-network-win

- **Good Work Standard**
  Greater London Authority

  The Mayor's Good Work Standard brings together best employment practice and links to resources and support to help London's employers improve. The initiative has been developed in collaboration with London's businesses, professional bodies and experts. The Good Work Standard sets the benchmark the Mayor wants every London employer to work towards and achieve. Organisations that meet the Good Work Standard criteria can apply for accreditation from the Mayor.

  www.london.gov.uk/good-work

- **Social Value Guidance Note**
  GLA Regeneration Team

  Guidance for practices to review the inclusiveness of projects

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p36 Primary school pupils participating in a Celebrating Architecture workshop
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p36 Participants arriving at the CSM Megacrit, organised by students
Photography by Sonny Malhotra
p36 Public Practice's first cohort of associates
Photography by Timothy Chase
p36 A mentee from the FLUID Diversity Mentoring programme
Photography by Rachel Cherry
p36 Mayor's Design Advocate induction day
Photography courtesy of Greater London Authority

APPENDIX 1

Social Value & EDI Action Plan – Good Growth Fund Guidance Notes

The Mayor's equality, diversity and inclusion (EDI) strategy 'Inclusive London' sets out the future of London as a diverse, inclusive and integrated city, where everyone should be able to reach their full potential and prosper. The creation of diverse and accessible local places and economies are key aims of the Good Growth Fund, and the GLA is committed to work with their delivery partners through the fund to encourage social integration and champion inclusive growth in London.

The Mayor and the GLA must have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, and to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. Projects awarded funding will be required to meet the Public Sector Equality Duty and the Public Services (Social Value) Act 2012 and demonstrate this through regular reporting of progress.

A proactive and vigorous approach to inclusion and diversity has been demonstrated to deliver immediate, tangible benefits to actual projects – including more efficient consensus building, faster planning applications, improved design quality, greater user satisfaction and successful integrated communities. Considerations around achieving social value and EDI are a vital part of proposal forming, and need to be used to establish the objectives, methods and outcomes of projects so that these principles are embedded into the wider aspirations of projects for the benefit of end users.

The ‘Achieving Social Value and EDI – Action Plan’ requires you to outline the impact your project will have, how it will achieve social value for its proposed beneficiaries, and how as an organisation you will take steps to address equality, diversity and inclusion principles within the operation of your business.

Where applicable you should outline how you propose to remove or minimise disadvantages suffered by people due to their protected characteristics, take steps to meet the needs of people from protected groups where these are different from the needs of other people and encourage people from protected groups to participate in your project. As part of setting the objectives you should include:

- Current position / baseline – to understand the existing context and allow for ongoing evaluation
- Action / task – to put forward a clear approach for meeting your objective
- When – to outline a timeframe for meeting the objective and / or undertaking the action / task associated
- Person Responsible / Resource Required – to allocate who will be responsible for the action / task identified, and / or whether you require additional resources to meet the objective
- Measure of success (outcome / KPI’s) – to establish what success will look like if the objective is met

Please note that the objectives selected will vary depending on the situation of your organisation and project, and several actions / tasks may be required to deliver the objectives. These may include working with a diverse set of people for your project, ensuring the proposals area accessible and services cater for everyone’s needs, ensuring the adoption of Inclusive Design principles, looking for ways to work with companies (and their supply chains) that have a good track record and can

clearly demonstrate promoting equality, diversity and inclusion, providing training and apprentice opportunities, targeted recruitment for protected groups.

Setting Project Objectives

When reviewing the inclusiveness of project design and execution and how social value might be maximised, you may wish to examine the following:

- Could some groups or communities be excluded from the benefits of your work / project?
- If the project has negative impacts on people sharing particular characteristics, what steps can be taken to mitigate these effects?
- Will the project / programme deliver practical benefits for certain groups?
- Does the project miss opportunities to advance the Mayor’s objectives as set out in the Equality, Diversity and Inclusion Strategy?
- Do other standards or policies need to change to enable this work to be effective?
- Is there a focus on reducing barriers for a specific group e.g. disabled people?
- Do project / programme outcomes and service take-up differ between people with different protected characteristics? For example young people and older people; disabled people and non-disabled people, or women and men.
- What are the key findings of any engagement you have undertaken?

- If there is a greater impact on one group, is that consistent with the policy aims?

Evaluating and Progressing Workforce Diversity

The following are examples of objectives which together contribute to effective inclusive practice and workforce diversity. These themes follow the GLA's Diversity and Inclusion Action Standard and can be used as a starting point to align EDI expectations of delivery partners receiving Good Growth Fund grants.

- Diversity and Inclusion foundations – managers are trained in best practice in recruitment, including countering discrimination. Ensure E&D training is in place for staff at all levels of the organisation; Processes in place so staff can challenge discrimination of all kinds.

- Workforce representation – ensuring that the workforce represents the London labour market.

- Recruitment - Making sure that there is equality of opportunity for applicants and that pay is equitable;

- Career Development and Reward – Making career progression explicit and taking positive action, if necessary, to create a level playing field. Ensuring that pay and other awards are fair and free of bias.

- Inclusive culture – creating the right environment so that each member of staff can reach their potential;

Please also refer to the Good Work Standard which sets out the Mayor's expectations for employers.

EXAMPLE OBJECTIVES

Example Project Objectives

Project objectives should be focused around establishing an approach to project design and execution that achieves social value through all project stages including legacy.

- Help increase the number and diversity of people gaining the skills they need. This includes progression through further / higher level learning and training, and higher level and degree apprenticeships, and into higher skilled work.

- Ensure that as many Londoners as possible can participate in, and benefit from, employment opportunities in London. This includes providing employability and skills support for those who are disadvantaged in London's skills, enterprise and jobs market.

- Integrating local people's views into design decision making

- Define social value objectives, outcomes and aspirations, and integrate them into outputs of the design development, delivery and legacy stages of the project. For example:

  – Approach to local engagement, participation and co-design

  – Approach to designing for the various needs of the project users, existing local communities and future community needs, with specific regard to promoting physical, social and economic accessibility.

  - Approach to collaborating with groups (with protected characteristics) within the existing community who are historically underrepresented in the authorship of the shared, local built environment

- Identify, assess and prioritise design features that will generate social value during construction and asset use

- Supporting cultural integration and social cohesion through project development, programming and legacy operation

- Designing assets that promote the health and wellbeing of users

- Enhancing the lifespan and value of assets through an approach to high quality design

- Adopt inclusive procurement processes for design team selection (e.g., SMEs, social enterprises in supply chains, 70/5/25 assessment criteria)

  - Approach to working with underrepresented led practices (collaboration, incubation, sub-contracting as part of the project team, not only for the purposes of community consultation)

  - Approach to sharing cultural capital with underrepresented groups (mentoring, outreach, training)

  - Approach to working with schools and universities to promote equality diversity and inclusion in the built environment sector (lectures, talks, bursaries, apprenticeships, structured outreach)

Example Organisation Objectives

Organisation objectives should be focused around addressing equality, diversity and inclusion principles in order to ensure London's employers have fair and inclusive employment practices to retain and help their employees progress. This may include a focus on those groups that experience major barriers at work.

- To create a workforce that is reflective of the diversity of area

- Adopt Fair Employment practices that promote equality, diversity, fairness, inclusion and respect in the workplace, including working with employment agencies

- Ensure that appropriate employment and EDI policies are in place and are regularly monitored and reviewed

- Ensure that there is an effective E&D training programme in place for staff at all levels of the organisation, and that E&D training is effectively resourced

- To eradicate any form of bullying or harassment from the organisation

- Ensure that all contractor staff receive appropriate E&D training and that suppliers adopt similar approaches

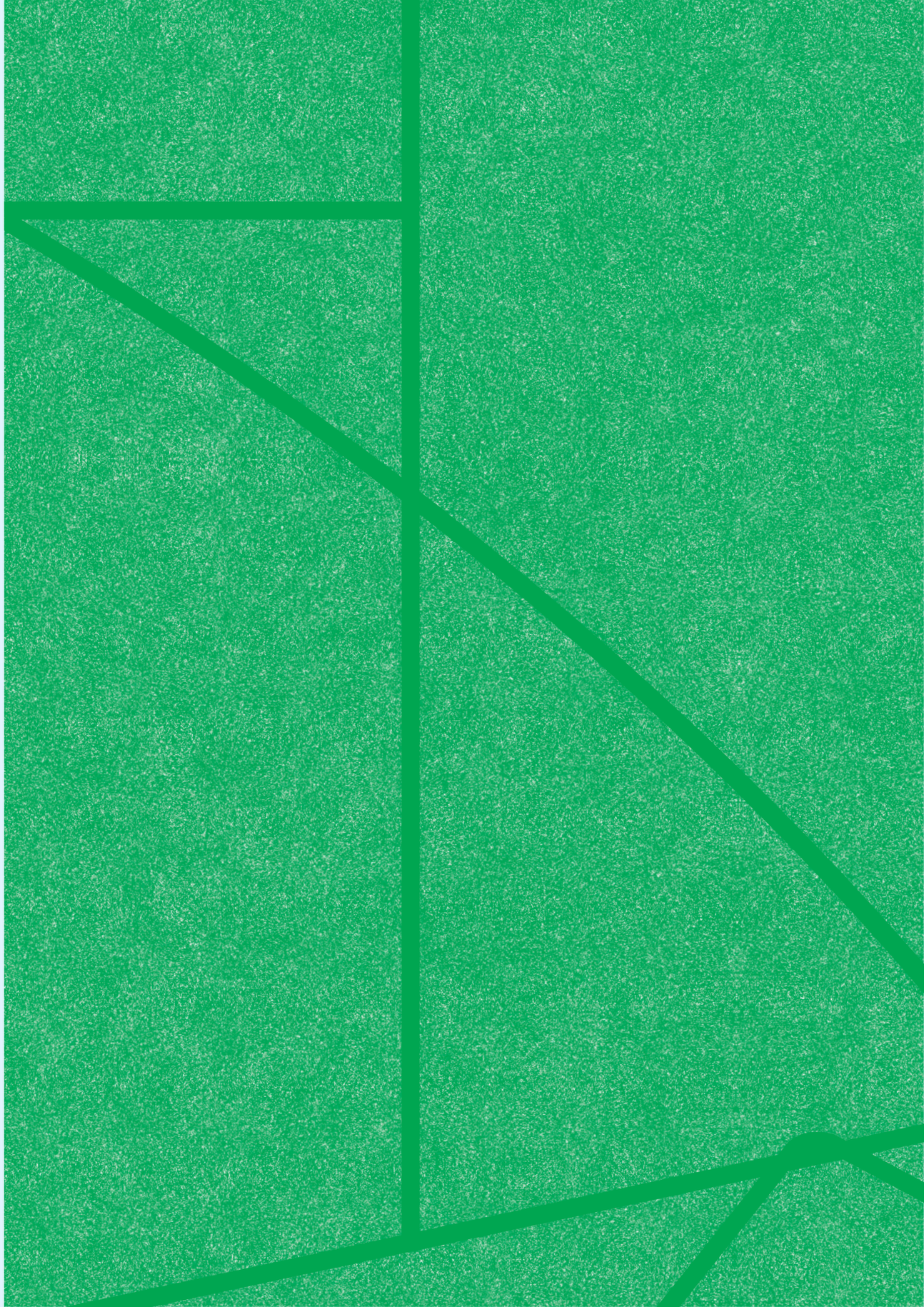
- To provide access to training and development opportunities for people in the locality including those in schools and colleges in the area

- Doing business responsibly, including prompt & fair payment to supply chain

- Job creation and employee development programme, including apprenticeship schemes and work experience placements targeted at local residents

- Fair pay & labour conditions (e.g., responsible use of zero hours contracts, payment of LLW)

- Promoting health & well-being in the workplace



CONTRIBUTORS AND THANKS

Supporting Diversity Sounding Board

Dipa Joshi, Mayor's Design Advocate
David Ogunmuyiwa, Mayor's Design Advocate
Adam Khan, Mayor's Design Advocate
Elsie Owusu, Mayor's Design Advocate
Femi Oresanya, RIBA
Paul Karakusevic, Mayor's Design Advocate
Maria Smith, Mayor's Design Advocate
Neil Smith, Mayor's Design Advocate
Hilary Satchwell, Mayor's Design Advocate
Daisy Froud, Mayor's Design Advocate
Tamsie Thomson, London Festival of Architecture
Neil Onions, Stephen Lawrence Trust
Danna Walker, Built by Us
Lara Kinnear, New London Architecture
Anne Cosentino, RIBA
Nicola Mathers, Future of London

Case studies

Celebrating Architecture
Open City
Construction Youth Trust
MATT+FIONA
Build Up Foundation
Karakusevic Carson Architects
Stephen Lawrence Trust
Class of Your Own
University of East London
DisOrdinary Architecture

The Architecture Foundation
Architects Benevolent Society
Public Practice
Grimshaw Architects
Donald Insall Associates
Haworth Tompkins
Allford Hall Monaghan Morris
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New London Architecture
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FOR MORE INFORMATION

Regeneration Team
Greater London Authority,
City Hall, The Queen's Walk,
London SE1 2AA

www.london.gov.uk/what-we-do/regeneration/advice-and-guidance/about-good-growth-design

goodgrowthbydesign@london.gov.uk

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Public Liaison Unit
Greater London Authority
City Hall, London SE1 2AA

Telephone 020 7983 4000
Minicom 020 7983 4458
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